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TRAINING IN EXTENSION EDUCATION

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A Guide Developed by Instructors

Extension Training Centres and Home Science Wings

26.8, 21.2, 198

All-India Work Seminar

HYDERABAD

AUGUST 10—21, 1959

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Directorate of Extension

Ministry of Food & Agriculture, Government of India

New Delhi

"It is not man's knowledge of Technology alone, but what he does with it, that is of transcending importance."

J. P. L.

Distributed to participants of All India Work Seminar at 11 a. m., on August 21, 1959.

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FOREWORD

By 1963 about 50,000 "Gram Sevaks" and over 10,000 "Gram Sevikas" will be working in the villages forming the link between the villagers and the government departments. Upon their ability and skill will depend the success or failure of the field Extension work to bring about technological improvements in agriculture and all-round development in the villages. Such skill is initially acquired through the training imparted to them in the Integrated Extension Training Centres which have thus a tremendous responsibility with regard to the economic development of the country. Consequently, the quality of teaching in these institutions, which in turn will depend on the calibre of the teachers and the methods and techniques used by them to impart training most effectively, is of paramount importance to the Nation. The All-India Work Seminar was organised to acquaint the Principals and Instructors of the Extension Training Centres with the latest methods and techniques used in training in order to raise the standards of teaching in these institutions.

(J.V.A. Nehemiah)
Extension Commissioner
to Government of India.

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INTRODUCTION

Dr. J.C. Ramchandani

Director of Extension Training

As a result of the recommendations of several National level conferences on the improvement of quality of training in the training centres, it was proposed by the Directorate of Extension, under the Second Five Year Plan, to establish four regional Extension Education Institutes, where Principals and Instructors of Training Centres could be trained in Extension Education.

Under the scheme, about 1,150 Principals and Instructors had to be trained and on the basis of four institutes established immediately and about 100 trainees trained each year per institute, it would have taken minimum three years to train all of them. By that time all the gramsevaks and gramsevikas would have completed their training without deriving any benefit from trained teachers. To overcome this difficulty, it was decided to train all the Principals and Instructors at ten short work seminars of eleven days duration in Extension Education and Teaching Methods with the objective to provide a learning experience leading to an increased understanding of class room and extension teaching processes and how to operate an Extension Training Centre most effectively. Keeping this in view, the best available team of experts in the country on Extension Education was assembled to assist with the seminar.

This is the ninth work seminar of its kind in which Instructors from all the Training Centres have participated. After the inaugural address by Shri S. Zuhrie, Joint Director of Agriculture, Government of Andhra Pradesh, Hyderabad, the scheduled programme started. The plan of operation of the work seminar was so designed as to meet the special requirements of the topics for ten work groups which were the hub of the seminar. Each group had an Instructor as leader and worked under the guidance of a Consultant. The entire mornings were devoted to lectures by experts and entire afternoons to group study and analysis. The material for group thinking on assigned topics was provided by the morning lectures, advice from Consultants, reference books in the library and wide experience of Instructors.

The reports of the ten work groups were presented to all participants on the last two days. The participants expressed much satisfaction and felt that they have benefited greatly from this work seminar. This training, they thought, will have considerable impact on the training of gramsevaks and Gramsevikas.

This handbook represents the considered judgment of many field workers, expert lecturers, Instructors and the staff of the Directorate of Extension. It will be noticed that the material is not in the form of recommendations, but rather it consists of suggested methods, procedures and techniques for improvingthe quality of training in the centres.

This summary record of the proceedings of the work seminar should be useful as a reference handbook. Readers should recognise, however, that it is not intended to be a finished product in either content or editorially. The material is intended, therefore, only to represent the kind of thinking done by the groups. It is recommended for careful reading and study by all extension workers and specially Instructors.

The staff of the Directorate of Extension acknowledges with thanks the great contribution to the success of the seminar by the officers of the Government of Andhra Pradesh; the Vice Chancellor and staff of Osmania University. Many other experts from various States and institutions whose names will be found in the following pages, made significant contribution, especially Dr. J. Paul Leagans and Miss Ellen Mòline of the Ford Foundation. It was the extensive co-operation of a large number of administrators, specialists and the effective work of about 137 Instructors from all parts of India that made the seminar both possible and successful.

...

EDUCATION IN COMMUNITY DEVELOPMENT*

Dr. J. Paul Leagans

The central force and controlling factor in India's Community Development National Extension Service Programme is Education. Education in any form, defined simply, is the production of changes in human behaviour. The kind and extent of changes in people's behaviour resulting from their participation in educational activity, therefore, is the sole criterion by which the success of the programme must ultimately be judged.

You at this institute are engaged in a great educational undertaking and are here to learn more about it. The most important aspect of education is that it involves learning. Your central commitment, therefore, is to promote learning. Learning helps people to self-attainment. You are engaged, then, in the business of "helping people learn how to help themselves". Since your means for attaining these ends are educational ones your true objectives can only be accomplished to the extent that you are able to bring about changes among people in:

a. What they know -- their knowledge
b. What they think and feel -- their attitudes
c. What they can do -- their skill
d. What they do -- their action

Now, it is some of the central elements in the educational process that I was asked to help you consider during this period. We will identify and examine four basic elements of the educative process; namely:

1. Man himself
2. Man's environment
3. Devices created by man to improve himself
4. Relationship between these elements

---

* Presented by Miss E. Møline.

I. A view of Man Himself

To make man realistic, suppose we call him Shri Indian Villager. Here are some of the things you must see when you look at him.

A. You must see the villager as an individual human personality with many inherited traits, tendencies and capacities that create forces which tend to shape what he thinks, what he does, and how he does it. You must see him as an independent unit in a social and economic system. You must see him influencing this system and being influenced by it. You must see him with a personality, the nature of which is the product of his inherited traits shaped by influences exerted on him by forces in the environment in which he has existed. You must see this individual personality as one capable of independent action, as well as group action.

B. You must see the villager with a brain. This is one of the most wonderful and most complex mechanism in the universe. It is to this day the greatest mystery man faces. His brain has capacity to learn, to think, to reason, to understand, to remember, to judge, to decide and with a number of other important traits. You must see this instrument as the central system that controls his behaviour. We must recognize, and remember as educators, that changes in the mind of man must always precede changes in the actions of his hands.

C. You must see the villager with a heart. Like his brain, this is one of man's most wonderful and essential organs. What is it like?

1. It has great capacity to feel various emotions including love, hate, confidence, fear, sadness, happiness, resistance and acceptance. These are kinds of emotions that all people experience. They are expressions of attitudes or tendencies to accept or reject things. Attitude is the most potent force in determining man's behaviour when he is free to act as he chooses.

2. <u>It desires to resist</u> such acts and conditions as innovation, imposition, poverty, disease, ignorance, strangeness, scorn, force and unfriendliness. These traits tend to be common in the hearts of man. An understanding of their role in determining his behaviour is crucial to effective educational approaches.

3. <u>It desires to improve</u> knowledge, skills, food, clothing, home, family, health, income, creativeness, friendship, independence, leadership, usefulness, and in a number of other ways.

All of these traits tend to be common in the hearts of all men. The intensity or strength with which they exist in different people varies widely, but their existence is constant. These items are highly significant in forming educational approaches. They represent some of the basic objects at which appeals for change can be aimed with good change of success.

D. <u>You must see the villager with physical power and skill</u>. The physical power man can exert per pound of his weight is near the top among all animals. This ability is not only the result of his physical toughness and durability, but of his ability to apply his power effectively. The physical skill man has, and is capable of developing, is nothing less than marvelous. To be convinced of this, one needs only to observe the performance of a great athelete a great musician, a great medical surgeon or an artist with brush in hand.

E. <u>You must see the villager with great capacity for developing himself</u>. We have said that man has great brain power, emotional power, and physical power. These are always capable of development to a high level of performance if properly trained and motivated. From the standpoint of education, man's potential for attainment is yet unknown. The capacity of man to develop himself is the most fortunate characteristic of the human race. His ability to improve himself is the primary difference between man and the lower species of animal. Man's progress is highly related to his education. So, with education, man does not have to exist over time in a

state of poverty, ignorance, and disease. He has within himself inherited traits and capacities to lift himself from the depths of these inhuman, unnatural conditions to levels of economic well-being, literacy and health in keeping with man's intended status on the universe. He needs only to be encouraged and shown the way.

All of the foregoing characteristics, traits, desires, forces and capacities of man are the result of his inheritance as modified and shaped by his environment.

The speed with which man makes progress and the extent of progress he makes depends largely on (1) his ability, (2) the determination generated within his heart and mind to improve himself, and (3) the conditions in his environment that discourage or encourage his development.

II. Man's Environment

The second major element involved in the educative process is the environment in which man lives. We said earlier, that man is the product of his inheritance as shaped by the environment in which he has lived. Every human being finds himself existing within an environment that ex-erts control over his behaviour. Man is rarely, if ever, in position to act just as he chooses. This is so because he is a social being and consequently has concerns for the elements in his environment, including other people.

The items found in the environment of people vary, both in form and degree. They are created largely by nature, but some are created by man himself, if not by design, by default. Some of them are easily modified or overcome; others are very difficult to change. Some are advantageous to man and do not need modification; others serve to his disadvantage and must be modified or adjusted in order to make progress. It is with those forces imposed on man by his environment that hinder progress that he must be concerned. Regardless of his economic and social conditions, there are usually external forces in his environment that he must learn to deal with and overcome to survive and

make progress. So, just as there are internal forces coming from man's inheritance that tend to determine his behaviour, there are external forces coming from conditions in his natural environment that tend to control what he does and how he does it.

III. Man-created Forces for his Own Improvement.

This group of forces represents the third major element in the educative process. Since Independence and especially since 1952, many additional trees have been grown and added to the forest in which Indian villagers find themselves today. These trees have been supplied through the creation of the Community Development - National Extension Service Programme and related activity. These additional forces represent those created by man for the purpose of promoting his own development. In the villager's view these forces tend to further complicate his problem, way of life and his way of making a living for himself and his family. They sometimes make him uncertain of his action and position. This is so because they place before him alternative courses of action and, therefore,place him in the disturbing position of having to make decisions about what to do - whether to accept the new or continue with the old ways of thinking and doing. These forces are of course, created for his own improvement by his national leaders, but he often finds their use questionable. He sometimes looks upon them in hazy light if not in almost total darkness. What are some of these man-created factors now added to the villager's environment that exert additional forces on him?

IV. The Way Out:

After our attempt to analyse the three basic elements of educative process; namely, man himself, man's environment, and devices created by man to improve himself, let us now turn to a very significant question. Are there ways out of the deep, dark and complicated position in the forest of life for Shri Indian Villager? If so, what are they? Are there rays of light for him? If so, what are they, and what must he do about them?

Extensive research and large bodies of cumulated experience related to man's behaviour and the educative process has provided us with a number of highly valid and useful guides. Anyone attempting to teach people

must understand these if he is to be effective; they have universal application; they are basic principles. Some of these fundamental guides which all educators find useful to understand, and to be continuously aware of, are the following:

1. Man everywhere is in a constant state of attempting to create and maintain a satisfying adjustment between internal forces created by the human desires, traits and capacities he inherited, and external conditions and forces imposed by his environment, both natural and man-created.

2. Man is constantly out of adjustment in certain ways with the forces in his environment. Usually he is not in a Utopian situation. He rarely, if ever, is in complete harmony with his environment. He probably always has problems. There is usually some conflict situation existing between internal forces represented by feelings, desires, capacity, and external forces with which he must deal.

3. To the extent that man's inner forces are out of adjustment with outer forces in his environment, he has needs. Indeed, this is the source from which people's needs emerge. Man's needs are represented by the gap existing between what is and should not be, and what should and can be in his situation.

4. Man's attempts to narrow, or close, the gap between his inner drives and the conditions imposed on him by his environment represent, in true form, his real struggle for survival and improvement economically, socially, aesthetically and morally.

5. To help man narrow, or close, this gap is the true objective of the educator, with education as his tool. It is changes in what people know, what they believe, what they can do and in what they actually do that holds the key to progress.

6. Permanent change in man's behaviour comes only from within; it cannot be successfully imposed from without. This requires education. If changes are to be sound socially, permanent physically and enduring

educationally, they must emerge from people's own decisions to act and result from their own effort. Internal changes in the knowledge, understanding, desires, feelings and capacities of people must precede outward expressions of changed ways of doing things for their own improvement. In short, changes in the mind of man must precede changes in the actions of his hands.

7. Man is endowed with internal desire for improvement. He needs only to be shown the paths clearly and convincingly and helped to gain the necessary skills to travel them.

8. In the process of adjustments between internal desires and external forces, man tends to be concerned with his biological, economic, social and aesthetic needs in that order, with moral values pervading and influencing both the form and content of the entire process.

9. External stimuli must be created by man himself, designed for and used to promote his progress. Historically, in societies without man-invented institutions and forces for the application of external stimuli in the direction of economic and social improvement, progress in these directions has tended to be slow, or almost non-existent. For example, India before Independence. In contrast, societies with effective man-created agents of change have tended to progress comparatively rapidly. For example, India since Independence, and particularly since the creation of the Community Development National Extension Service Agency.

From these facts, it is clear that in democratic societies man-created agencies of education to promote his own economic and social progress are necessary to accelerate his development. These institutions then, must aim at the single purpose of bringing to bear on the people through educational means, and with their participation, external stimuli designed to activate the smoldering powers of people and to guide their aroused natural internal forces in an attack on needed economic and social improvement.

...

PHILOSOPHY OF EXTENSION, BASIC PRINCIPLES OF EXTENSION EDUCATION AND QUALITIES OF A SUCCESSFUL EXTENSION WORKER

Dr. H.W. Butt

What is Philosophy?

Philosophy is defined as "the knowledge of the causes and laws of all phenomena, the collection of general laws and principles - a body of principles underlying human activity."

What is Extension?

The term "Extension" is comparatively a new term to us in India - It originated in the U.S. where it grew out of a historical situation during the days of Abraham Lincoln. This created the basis of the system of Land Grant Colleges.

Extension work in the U.S. is largely the result of the working together of two great forces -- Agriculture and Education.

Extension work is then "an out-of-school system of education" where both young and old learn by doing.

It is a partnership between the government, the land-grant colleges and the people, which provides service and education designed to meet the needs of the people.

The fundamental objective of extension is the development of the people.

Extension Service in India

The practical service of extension which we are building is different from the extension work in our countries. It has to meet the particular needs and to suit the character of our country.

Extension in India was started when great changes were taking place. We must try to find out what it can offer towards solving the problems of India. How can it be modified to fit into rural India? Extension faces a large task.

Existing situation.

a. population pressure
b. low income per capita
c. heavy burden on agriculture
d. subsistence living
e. Indian villager not "backward"
f. Indian villager not "ignorant"
g. Desire for change
h. Superstition, custom and tradition
i. Firmly established net-work of culture patterns.

Peculiar setting:

1. Extension faces a large task.
2. It will have to assist at the birth of a new life for Indian villages.
3. Change will have to be gradual - it should not disturb the culture pattern too suddenly.
4. Mental security of the villager should not be endangered.
5. Extension has to first create a demand for its services.

Philosophy of Extension in India:

Extension is Education. Its purpose is to change attitudes and practices of the people. The development of the village family in its relationship to the village should be the guiding philosophy of Extension work.

Extension in India means:-

1. Education for all village people.
2. Changing of attitudes, knowledge and skills of the people.
3. "Helping people to help themselves."
4. "Learning by doing" and "seeing is believing."
5. Inspiring people to achieve their desires by working out ways to satisfy them.
6. Working with men and women, boys and girls.
7. Development of the individual in his everyday life.
8. Working in harmony with the culture of the people.
9. A two-way channel - it extends scientific information to the village people - it also takes the village problems for research.

II. Basic principles of Extension Education.

What is meant by Education?

Education has been defined as "production of desired changes in human behaviour - production of desirable changes in knowledge, skills and attitudes, either in all or in any one of them."

1. Knowledge or things known
2. Skills or things done
3. Attitudes or things felt

Little attention has been given to changing attitudes. Changes in attitude occur:-

a. as a natural result of changes in age levels.
b. as a result from assumption of new responsibilities.
c. change in status.
d. personal or national crisis.

Concept of the educational process

Man is a living creature and has needs. A "need" implies a lack of something -- a lag between what is desired and what exists. It is represented by the difference or gap between "what is" and "what should be."

Two kinds of needs:

1. Felt or recognised
2. Unfelt or unrecognised

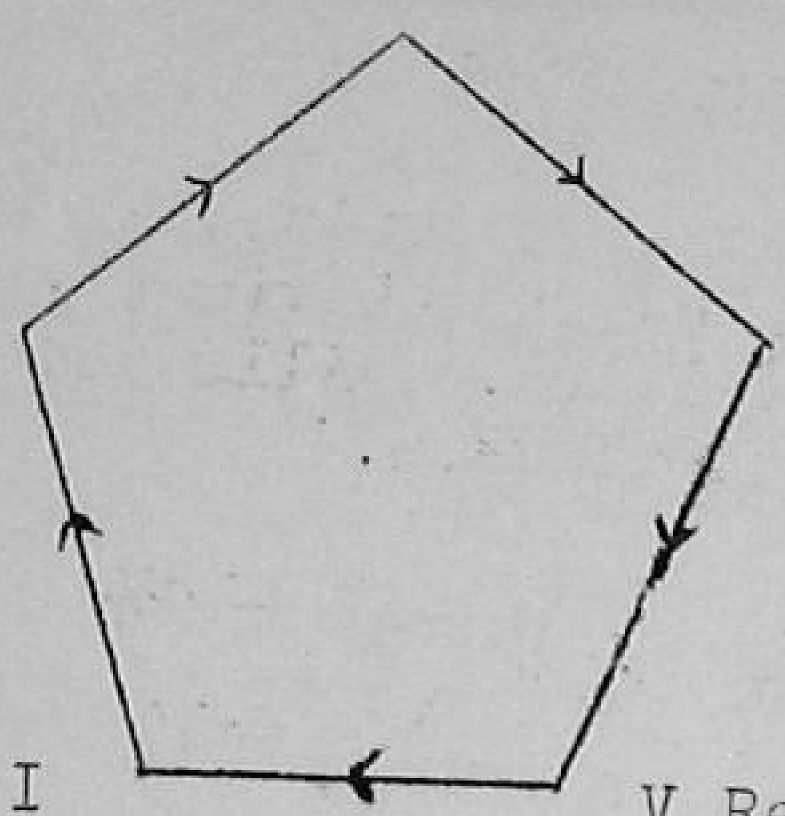
What ought to be Goals or objectives

Gap { Need

Situation / What is / Status - quo

The concept of Extension Educational Process according to Professor Leagans indentifies five essential phases :

Teaching Plan of work



I. Analysis of the situation - - facts interests, educational needs.
II. Objectives -- general and specific .
III. Teaching plan of work -- content, methods and techniques.
IV. Evaluation of the teaching -- to what extent the objectives have been reached.
V. Reconsideration -- after evaluation -- review of previous efforts.

Planning, learning and evaluation are taking place continuously in varying degrees, throughout all phases of extension activities.

Some guiding principles for the application of Extension Education:-

1. Extension work is based on the felt needs of the people.
2. The programme of Extension should not be stereotyped - Needs differ from village to village from block to block and from State to State.
3. Extension work should be in harmony with the culture and understanding of the people.
4. The extension worker must have an attitude to:-

   a. learn from the people
   b. work with all classes of people
   c. actually participate in the demonstrations
   d. accept frankly that he does not know when he does not have the answer

III. Qualities necessary for a successful Extension Worker:

1. Skill in human relations
2. Ability to plan
3. Ability to organize people and things
4. Skill at communication - power of expressiom
5. Skill at inquiry.
6. Ability to provide learning experiences to teach.
7. Ability to clarify objectives and state them so they are useful in guiding extension activity.
8. Compassion in action.
9. Ability to evaluate.
10. Initiative.
11. Tact.
12. Courage
13. Friendliness
14. Integrity.

. . .

HOW FARMERS ACCEPT NEW IDEAS?

K. Venugopal

Extension workers are often faced with some questions. These are:

(1) Where do most farmers get their new ideas?

(2) Some farmers accept new ideas and put them into practice faster than others. Why?

(3) In some villages all the people seem to accept new ideas quickly and in others nearly all the people are slow to take to things. Why?

(4) Some ideas are accepted more rapidly than others. Why?

(5) The same or similar ideas are rejected or accepted slowly at one time but rapidly at another. Why?

Answers to some of these questions may be found, if the extension workers understand the process by which farmers accept new ideas. This process is known as the 'Diffusion Process'.

I. STAGES OF THE DIFFUSION PROCESS

The 'Diffusion Process' is not simple. It is not an unit act. It is a complex one and involves a scheme of thoughts and actions. It can be broken down into five stages as follows:

1. Awareness: At this stage the individual learns of the existence of the idea or practice, but has little knowledge about it.

2. Interest: At this stage the individual develops interest in the idea. He seeks more information about it and considers its general merits.

3. Evaluation: At this stage the individual makes mental application of the idea and weighs its merits for his own situation. He obtains more information about the idea and decides whether or not to try it.

4. Trial: At this stage the individual actually applies the idea or practice, usually on a small scale. He is interested in how to apply the practice; in amounts, time and conditions for application.

5. Adoption: This is the stage of acceptance leading to a continued use.

The first three stages can be grouped under 'mental trial' and the other two under 'physical trial'. These steps are highly generalized ones. They are influenced by cultural differences and social systems. At any stage, the recommendation can be thrown off. There can be jumping from one stage to another. If the farmers have faith in the worker and his recommendations, they may jump from 'evaluation' to 'adoption'.

II. SOURCES OF INFORMATION

An integral part of the acceptance process is the communication of information at these various stages. Information is communicated through various channels, which may be generally classified as:

a. Mass media (News papers, magazines, radio, circular letters etc.)
b. Government agencies
c. Neighbours and friends
d. Salesmen and commercial dealers

The influence of the above channels of communication at the various stages is as follows:

1. At the "awareness" stage

   a. The people first become aware of a new idea through mass media;
   b. The second important source was Government agencies;
   c. The third most important source was neighbours and friends;
   d. The least important source in making of people aware of new ideas was salesmen and dealers.

2. At the "interest" stage

   At the interest stage sources of communication follow the same pattern as at the awareness stage.

   a. Mass media again rank first;
   b. Government agencies take a second place;

      These are closer to one another.

   c. Neighbours and friends at the third;
   d. The salesmen and the dealers are the fourth;

      These are not very important.

3. At the "evaluation" stage

   At the evaluation stage there is a change in the priority of the communication sources.

   a. The most important source is neighbours and friends;
   b. The Government agencies rank second;
   c. Mass media rate a third;
   d. Salesmen and dealers are as usual the fourth.

4. At the "trial" stage

   At the fourth stage -- the trial stage -- the priority of the sources of communication is as follows:

   a. Neighbours and friends;
   b. Government agencies -- If change is complex, this will rate high;
   c. Mass media;
   d. Salesmen and dealers -- The effect of these increases, if the change is simple.

5. At the "adoption" stage

   The priority is more or less the same as in the 'trial' stage. But, it is satisfaction that plays an important role.

III. COMPLEXITY OF IDEAS

Rate at which individuals go through various stages of 'Diffusion Process' varies to a great extent on the complexity of the idea involved. The ideas are classified into four different categories:

1. A simple change -- This is a change in materials such as increasing the use of fertilizer from 100 lbs. per acre to 200 lbs.

2. Improved practice -- This involves a change in technique. An example would be switching from broadcasting fertilizer to proper placement.

3. Innovation -- An innovation is a change which involves not only a change in material but also a complex change with regard to its use. Example: Use of hybrid corn.

4. Change in enterprise -- This involves many innovations. An example, is a change from a diary herd to a beef cattle herd.

IV. DIFFERENCES AMONG INDIVIDUALS

(1) Innovators: The first people to adopt a new idea are innovators. They adopt ahead of other people. A community may probably have one or two innovators.

(2) Early adopters: They are younger than those who have a slower adoption rate but are not necessarily younger than the innovators. They have a higher education than those who adopt more slowly. They participate more in the formal activities of the community. They also participate more in Government programs. They read papers and magazines and receive more bulletins than people who adopt later.

(3) Early majority: The people in this category are most likely to be informal leaders. They are not elected to their position. Other people receive their opinions. These people tend to associate mainly in their own community. They value highly the opinions, their neighbours and friends hold about them, for this is their main source of status and prestige.

(4) Majority: Those in this group have less education and are older than the early majority. They form the major part of formal organisational membership. They take and read fewer papers, magazines and bulletins, than those of early majority group. They do not participate in as many activities outside the community as do people who adopt earlier.

(5) Nonadopters: They have the least education and are the oldest. They participate least in formal organisations.

V. CONCLUSION

It has been pointed out in the foregoing that there are:

(1) five stages in the adoption of an idea when it is carried through a practice;

(2) four information sources which have influence at the different stages in the 'Diffusion Process'; and

(3) four types of adopters plus the nonadopters.

...

RESULT & METHOD DEMONSTRATIONS

Miss Ellen L. Moline.

The methods or techniques selected by the village worker are an extremely important matter. Which one to choose cannot be answered positively. Each has its particular values and limitations. Combinations of seeing, hearing and doing are better than just using one of these factors. Some subject matter lends itself better to one method than another. In selecting methods the Instructor must consider.

1. The audience - the people.

   a. age b. education
   c. income d. sex
   e. background f. etc.

2. The subject matter:

3. The ability of the worker in using a particular technique or method.

This choice of methods should be the result of continual search to find the methods which bring about the results desired. An evaluation of results will help in the decision about which methods to continue, or how to go about strengthening those partly successful, or which ones should be discontinued.

<u>The Result Demonstration</u> is one of the most effective ways of communication because it is practical. A result demonstration is a method in which seeing, hearing, doing are involved in applying research findings already established as successful. Prof that this new practice is successful is there for everyone to see. Result demonstrations are not confined to agricultural practices alone, but include health, home and community practices also.

<u>Comparison</u> is an essential ingredient. The control must be beside the improved one so it can be seen easily. This comparison may be a single practice such as growing in lines versus broadcasting, or using a fertilizer versus using no fertilizer or a kitchen with a smokeless chula versus one with the old chula or a child who has been given milk versus one who has not. By adding one other factor, or two other factors to any of the above, the

demonstration becomes more involved, the factors become more involved, the factors become more difficult to distinguish. The choice of how many factors to use in one plot depends upon the ability of the villager to comprehend what is being shown(taught). Simple clear-cut result demonstrations, from a teaching point of view, are most desirable.

Effective result demonstrations must be very carefully planned:-

1. Preliminary plans made.

   a. Decide exactly what is to be accomplished.
   b. Get all the information possible about the practice to be taught.
   c. Talk it over with the village people. Let them help plan and make the recommendations.

2. Selection of the Site

   a. Should be one where many people going by can see, begin to wonder how this was done, begin to ask questions, and want to adopt the practice.
   b. Should belong to a respected citizen of average income usually, but on all levels of income (low, averages, high), if possible.

3. Make a complete plan of work on paper.

   State:
   a. Subject selected.
   b. Objectives stated.
   c. Who will do it.
   d. Where it will be done
   e. When it will be done
   f. How it will be done.
   g. How leaders will be involved.
   h. What staff will be involved.
   i. What people will be involved.
   j. Meetings to be held.

      i) Purpose.
      ii) Who will come
      iii) When - date and hour.
      iv) Results expected to be seen.

k. How it will be marked so village people will understand.
l. Publicity desired - new stories, radio, photos.
m. Records to be kept.
n. Evaluation of whole process.
o. Follow-up.

4. Visits to the Demonstration.

Visiting the plot often keeps the interest of the demonstrator high, keeps the eyes of others on the process also. Careful plans for these visits are necessary if the time spent is to be useful.

5. Follow - up.

Follow-up is designed to continue to keep the interest high, to see that supplies and services if needed are provided, that practices learned are continued so that it becomes a part of the thinking and planning of people.

Result demonstrations take a great deal of time, a great deal of planning and scheming. Weather, if it is a crop demonstration, may destroy the effect desired. People may not come when the demonstrations are not convincing. Result demonstrations, nevertheless, can provide a practical learning situation, which can have mass results such as no other method can provide.

Method Demonstration is one other effective means of communication. It is a "show how to do" device. A method demonstration is designed to improve an old skill, introduce a new skill or a new job. Some of these might be planting in lines, spraying to destroy insects, how to make a smokeless chula, how to sew on a button.

The learner watches (seeing)
The learner listens (hearing)
The learner is given an opportunity to do (doing).

In order that the teacher provides these opportunities for the learner, there are certain steps to be followed:

I. Planning

1. Objective desired stated exactly.
2. All information available collected and studied.
3. Step by step outline made of what is to be taught, how it is to be taught.
4. Points to be emphasized marked.
5. All equipment and materials listed.
6. All equipment and materials collected.
7. All illustrative material planned and made.

II. Rehearsing

1. Out loud.
2. Using all equipment.
3. In front of a mirror if possible.
4. Timed to fit time allowance.

III. Demonstration itself

1. Be sure every one can see and hear.
2. Arrange all equipment, supplies, materials.
3. Explain the purpose in simple words.
4. Show each step, slowly step by step.
5. Use simple words.
6. Emphasize the key points.
7. Ask for questions from step to step.
8. Distribute any material to be given.
9. Give opportunity for learners to do it.
10. Summarize what has been done.

IV. Follow-up Purpose

1. Repetition confirms the learning.
2. Results must be recorded.
3. Further plans for emphasis can be made.

In a method demonstration, many devices for learning can be used such as charts, illustrations, black-board and others. The value of the method depends upon the skill and sincerity with which it is presented.

Every trainee should have the opportunity and the challenge of giving at least three or more method demonstrations during the time he is at your training centre. Provide these opportunities for him or her.

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THE PROCESS OF CLASS-ROOM* AND EXTENSION TEACHING

Dr. J. Paul Leagans

"To help people help themselves" is the central theme invariably purported to lie at the care of India's National Extension Service - Community Projects Program. It is by this criteria that the founders and current leaders of the movement suggest that its success must be judged.

To attain this objective requires education. Education requires learning. Learning requires teaching to make it most effective. Teaching requires special attitudes, knowledges and skills on the part of the teacher. These include knowledge of subject-matter, or what to teach and knowledge of and skill in educational process, or how to teach.

Each of you is a teacher. You are engaged in the business of training Village Level Workers who, in turn, have the task of teaching village people how to improve their conditions of living. This is a great and noble task. You should be proud to be a part of the movement. It is ways to improve your ability as a teacher that we will discuss during this period.

I. Some definitions

For one to understand the teaching process, he must first understand the meaning of key terms used in connection with the work of teaching. The following definitions are over-simplified, but are essentially correct and may be used as working definitions:

Education: Education is the production of desired changes in people's behaviour.

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*Presented by Prof. Venugopal and Miss Moline.

Learning: Learning is the process by which an individual, through his own activity, becomes changed in what he does and how he does it.

Teaching: Teaching is the process of arranging situations that stimulate and guide learning activity toward goals that specify desired changes in the behaviour of people.

More specifically, teaching consists of providing situations in which the important things to be learned are called to the attention of learners, their interest developed, desire aroused, and action promoted.

Teaching Methods: Teaching methods are devices used to create situations in which communication can take place between the instructor and the learner.

Learning Situations: A learning situation is a condition in which all of the elements necessary for promoting learning are present; namely, (1) instructor, (2) learner, (3) subject-matter, (4) teaching materials and equipment and (5) physical facilities.

Learning Experience: A learning experience is the mental and/or physical reaction one makes through seeing, hearing, or doing the things to be learned, through which one gains meanings and understandings of the material to be learned.

II. Can one learn how to teach?

This question is often asked by those interested in teaching. The answer is definitely yes.

- The ability of those engaged in teaching varies, but so does it among those in all other professions.
- There are no "natural born teachers", as is sometimes asserted, any more than there are natural born lawyers, or doctors, or engineers, or farmers, or carpenters, etc.
- Everyone is gifted by nature. Those gifts vary as we all know. But anyone with good intelligence and the will to study, practice, plan and revise

- ways of doing the teaching job can gain the skill to do effective teaching.

- There is no mystery to learning how to be a good teacher. It is simply a matter of hard work, study, concentration and the will to achieve proficiency.

- These are the prices one must pay to gain real skill in any profession.

III. Some things we know about the Teaching Process:

A. Teaching must be looked upon as an Intentional Process

- not a hit or miss undertaking.

- Effective Learning requires effective teaching.

- If the learner has not learned, the teacher has not taught.

- The only aim of teaching is to promote learning that results in the behaviour changes desired.

- For every change in human behaviour there is usually some outside influence that causes the change. Organized teaching is one of these outside stimuli.

- Good teaching must aim at specific pre-determined goals that represent the kind of new behaviour desired.

- Effective teaching, then, is done according to design, not drift; it is done by plan, not by trial and error.

- Good teaching, therefore, requires careful planning of content, procedures, methods, and techniques.

- Designing good teaching plans is a highly professional job, but one that is worth the effort and will pay off handsomely in achievement.

B. <u>Teaching must accomplish the following kinds of Basic Educational Changes in Learners:</u>

1. <u>Changes in knowledge</u>, or things known, amount of knowledge. Example:

   1. Varieties of seed to plant.
   2. Kinds and amounts of fertilizer to use, and
   3. Health value of compost pits.

2. <u>Changes in skills</u>, or ability to do things; how easily and effectively one can do tasks; the number of things one can do; how well he can do them; the complexity of the things one can do. These are all reflections of skill. Skills are divided into two groups:

   a. <u>Thinking skills</u>, evidenced by the ability of a person to:

   - work out solutions to problems he could not solve before
   - approach new problems
   - Example: planning a cropping system.

   b. <u>Manual or physical skills</u>, evidenced by a person's ability to, for example:

   - use tools properly
   - adjust various kinds of equipment etc.,

3. <u>Changes in attitude</u>, or feelings for, or against things and issues.

   - In addition to knowledge and skill, people have tendencies toward certain behaviour, points of view, beliefs, and reactions for or against items that confront them in their daily lives. These are expressions of attitudes.
   - Attitudes are very important forces in determining what a person does, and how he does it.

2'

- Attitudes tend to be positive or negative - for, or against - in varying degrees of intensity or strength.

Although the above items are the basic ways in which people can be changed educationally, there are additional kinds of changes that are a part of them that should always be considered by the instructor. Two of these are:

1. <u>Changes in Interest</u>: Interest is an expression of attitude, but takes on this term because behaviour, usually called interest, is more specific in the object toward which the feeling is expressed than is usually true when the term attitude is used. Attitudes tend to be general; interests tend to be specific in terms of thier objects.

   - Educational interests may usefully be defined as a desire to learn, or to study, or to gain more information, or to understand, or to gain skill pertaining to some object in the person's environment that he believes will give him satisfaction.

   - Among the many factors that influence people's actions, their interests are probaly the most important.

   - There is much fact in the statement that you cannot teach a person anything until he becomes interested, and when he is interested you cannot keep him from learning.

   - Changing people's interest, therefore, is basic to educational progress.

2. <u>Changes in Understanding</u>: Understanding has to do with gaining insight into relationships, usually involving cause and effect. It has to do with gaining a deeper and broader vision of how various elements, important facts, and principles operate in different situations on the farm, in the home, in the community, and how they are applied. To gain understanding requires knowledge and thinking skill on the part of learners.

C. <u>Teaching requires effective communication</u>:

   - Communication has to do with the way people get ideas. It has to do with the process by which

two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning and intent of messages.

- Communication is essential in all human association, and is even more important to those trying to teach others.

- Good communication is the essence of good teaching.

- Teaching involves the communication of ideas about important subject-matter.

- One's ability to teach, therefore, can be no better than his knowledge of subject-matter and his skill in communicating it to others.

- So, one can't teach, if he can't communicate.

- The ability to communicate involves, at the primary level, knowledge of the audience or learner, knowledge of subject-matter, knowledge and skill related to the teaching-learning process and facility in:

  Speaking
  Writing
  Doing
  Organizing messages
  Using visuals and other channels of communication

- Problems in communication, therefore, usually stem from:

  Language used
  Meaning of words
  Being specific
  Organization of messages
  Using channels of communication
  Knowing the audience
  Developing an understanding of facts
  Helping people recognize the importance of facts and their relationship to problems.

- It is easy to control what our communications say, but difficult to control what an audience receives and concludes from them.

D. Teaching requires both content and method:

- Content is the subject-matter or message one wishes the learner to receive and understand.

- Method is the means used to communicate the message.

- Teaching, then, requires:

  a. knowledge of subject-matter, or what to teach.
  b. knowledge of, and skill with educational process, or how to teach.

E. Teaching requires use of the major senses of people: namely, seeing, hearing, feeling, smelling and tasting.

- People learn through the use of these senses, because they constitute the only avenues to the human mind.

- Most learning in your situation is gained through the channels of the:

  Eyes
  Ears
  Hands

- But to promote action, people must:

  - Have the idea called to their attention,
  - Become interested in it,
  - Develop desire or want for the new condition,
  - Have opportunity to act and
  - Develop confidence.

- Class-room or Extension teaching, then, consists basically of arranging situation for the learner to see, to hear, or to do the things to be learned. A combination of each of these is much more effective in making impacts on people, and is usually necessary to promote action.

F. Teaching requires learning situations that include five major elements:

The five major elements necessary in constituting an effective learning situation and some important points about each are as follows. An understanding of these and skill in dealing with them is essential to efficient instruction.

1. Leader or Instructor:

a. Have clear objective.
b. Know subject-matter - have it well organized.
c. Be personable, enthusiastic and interested in subject.
d. Be able to communicate with learners.
e. Be democratic in his leadership.
f. Allow student participation - ask for it.
g. Be prepared - be prompt - be friendly - be courteous.
h. Use a teaching plan.
i. Speak so all can hear.
j. Set a good example of a good leader and teacher.
k. Be skillful in the use of teaching materials and equipment.

2. Learners:

a. Capable of learning.
b. Interested.
c. Have need for information.
d. Can use information once it is gained.

3. Subject-matter or content:

a. Pertinent to learners' needs.
b. Applicable to real-life situations.
c. Taught at intellectual level of learners.
d. Presented clearly.
e. Well organized - logically presented.
f. Fits into overall objectives.
g. Challenging, satisfying and significant to the learners.

4. <u>Physical situation:</u>

a. Free from outside distractions.
b. Temperature, as comfortable as possible.
c. Well lighted.
d. Adequate space for group.
e. Furniture comfortable and well-arranged.

5. <u>Teaching equipment and supplies:</u>

a. Meets the needs effectively.
b. All equipment and supplies readily available.
c. Each item used skillfully.

The nature of each of these elements, their relationship to each other, and their role in the educational process must be thoroughly understood by the instructor and skill developed by him in handling them. Effective learning situations are created through the skillful use of appropriate teaching methods and techniques.

G. <u>Teaching requires that learners have effective learning experiences to attain its objectives:</u>

- A learning experience is the mental and/or physical reaction one makes through seeing, hearing, or doing the things to be learned, through which he gains meanings and understandings of the material to be learned.

- The concept of "learning experience" lies at the core of the educational process.

- It is what the student does that he learns; not what the instructor does.

- A learning experience is not attained, or is it the same, as simply being physically present in a learning situation. It is much more than physical presence.

  - It is what the participant does while in the learning situation that is the all-important factor in learning.

  - He must give undivided attention to the instructor and deep thought to getting the facts, understanding their meaning, and to seeing their application to his needs and problems.

- Effective learning experiences, then, can best be had in effective learning situations provided by a skillful instructor who knows what he wants, has the methods and materials to accomplish his goals and the skill to use them effectively.

C o n c l u s i o n

Education helps people learn how to do things for themselves; service consists of doing things for people. Education makes people more self-reliant; service makes them more dependent on someone else. Education consists of more than imparting information to people. It consists of more than supplying the answers to people's questions. Its major function is to help people develop understanding and reasoning ability that will enable them to think through and arrive at solutions to their own problems.

What the teacher desires, believes and thinks, teaches no one. The tools of the teacher are physical stimuli to the sense organs of the learner. He has no magic influence. He can accomplish his ends only by putting before his learners what they can hear, what they can see, what they can feel, what they can understand, what they can move, what they can do; and in no other fashion. Hence, ultimately, the resources of the teacher must be found in what he can do to create the situations in which these actions can take place in relation to the content to be learned. He must speak or write words and signs, draw diagrams and pictures, place before pupils books, pictures, charts, models, specimens, implements, machines, and other material things, move things, make gestures - in short, act to bring pupils into contact with stimuli selected and ordered according to his objective. If he does not act in such fashion he has, despite the utmost of benevolence and knowledge, no more effect in the direction of learning towards his ends than have the moons of Jupiter.

You will not make progress in your teaching by doing more of the same, in the same way. Progress is made only when someone wonders if there is a better way and has the courage to try it. You can improve your teaching effectiveness. The place to start is with the points mentioned in the foregoing pages. You have a serious responsibility and great opportunity to contribute to your country's development. What will you do about it?

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DEVELOPING VILLAGE PROGRAMMES

Dr. H.W. Butt

What is Planning?

Planning is defined as the process of devising a basis for a course of future action. Planning deals with objectives, policies, strategy, programme, organization, personnel, operation, tactics and every other aspect of activity including the individual worker's own sphere of endeavour. Planning is done in every sphere of life .. in local matters, in the home, in one's individual life.

Kinds of planning:

1) Long range
2) Intermediate range
3) Short range

An extension programme has been defined a statement of situations, objectives, problems and solutions as distinguished from a plan of work which is an outline of activities so arranged as to enable efficient execution of the programme as a whole or in part. -- (Maunder)

Programme planning in villages is self-help:

Its main objective is to help people to learn how to do things for themselves, to make them more self-reliant and less dependent on others. It seeks to help people to gain knowledge, understanding and reasoning ability that will enable them to think through and arrive at solutions to their own problems, using their own resources with a minimum of dependence on Government aid.

The Second Five Year Plan has set out important purposes which are high and noble, complex and far reaching. They are significant and difficult to achieve. Some of the broad purposes are:

1. A sizeable increase in national income so as to raise the level of living in the country.
2. Rapid industrialization with particular emphasis on the development of basic and heavy industry.
3. A large expansion of employment opportunities.
4. Reduction of inequalities in income and wealth and more even distribution of economic power.

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Conclusion

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I. Planning programmes at the village and block level

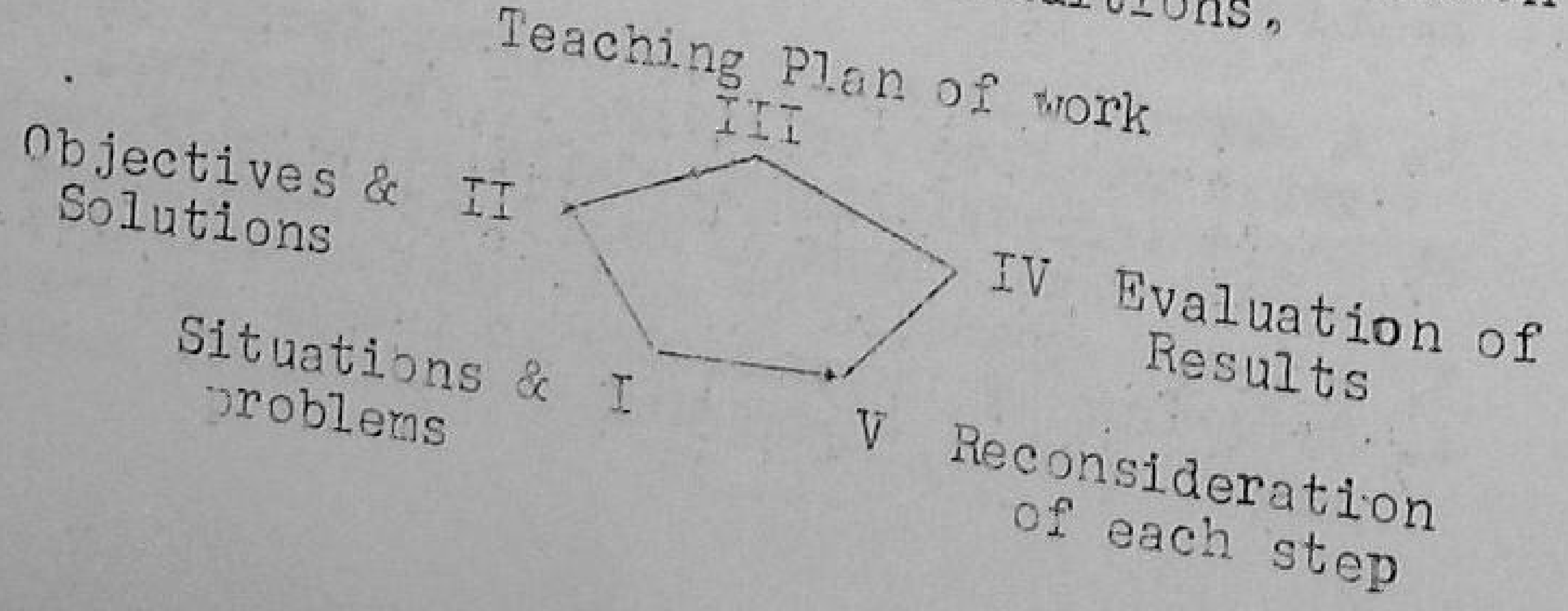
State and National plans have direct bearing on village and block plans. They should be done with care. The useful purposes of the village should be identified and an attempt should be made to assign priorities and develop effective means of achieving these purposes at the local level. This is an intricate process which needs great skill to be handled.

Major steps in planning at the village and block level should be looked upon as a process of studying the past and the present in order to forecast the future. Goals should be determined after deciding what has to be done to achieve them on a continuing basis.

According to Professor Leagans, there are five essential steps that need always to be taken in some form in developing and carrying out a successful programme at the village and block level.

1. Analysis of the present situation to determine clearly what is, now.
2. Deciding on the most significant needs of people and deciding on programme goals or objectives in line with these.
3. Developing a teaching plan in line with the objectives and carrying it through.
4. Making an objective evaluation of the procedures and methods used and the outcome of the programme.
5. Reconsideration of each step in the process, making useful changes and starting the cycle over again.

These steps constitute the essential phases of programmes of change in rural areas through education and aided self-help. The diagram below shows the proper sequence of the steps in a cycle that may be expected to result in progress from a given situation to a new or more desirable set of conditions.



1. The first phase is analysis of situation. Reliable data can be obtained from the following four sources:

    a. from the people themselves
    b. from the consideration of the physical situation
    c. from analysing situations involving public policies
    d. from professional people, specialists, people, education and welfare.

2. The second phase is deciding upon objectives. Levels and nature relation of objectives:

    a. fundamental objectives
    b. general objectives
    c. specific objectives

3. The third phase is teaching. It involves the choosing:

    a. content or what is to be taught; and
    b. methods of techniques of communication

4. The fourth phase is evaluation of methods and outcomes.

5. The fifty phase is reconsideration after evaluation has taken place.

II. <u>Different approaches to program planning in villages</u>

(1) The autocratic approach.
(2) The laissez-faire approach.
(3) The progressive, democratic approach.

III. <u>Principles of programme planning</u>

1. Programme planning should be based upon careful analysis of factual situations.
2. Programmes should be oriented to the existing technique, economic and social level of the rural people of the area.
3. The programme should be comprehensive; including activities of interest to all socio-economic groups.

4. It should be educational and be directed toward bringing about importance in the ability of the people to solve their own problems, individually and collectively.
5. The Extension programme should be arrived at democratically to the participation of lay people, of the entire extension staff and of others who can contribute.
6. Organization should be used as a tool to accomplish objectives.
7. Maximum use of voluntary leadership should be made in the planning as well as in the execution of extension programmes.
8. The programme should be flexible to meet long time situations short time changes and special emergencies.
9. Select problems for action which will meet recognised needs.
10. Objectives should be clearly defined at all levels in terms that people will understand.
11. Good programme building provides for evaluation of results.
12. Extension programmes should be carried on by well trained personnel, effectively supervised.
13. The programme should be achievable considering such factors as personnel, finances, time and facilities,

IV. <u>Understanding the nature and role of needs in programme planning</u>.

A 'need' implies a lack of something -- a lag between what is desired and what exists. It is represented by the difference or gap between "what is" and "what should be". It means a deviation of actual behaviour or actual practice from the standard or recommended behaviour or practice.

Needs have been described as two kinds; those that are felt or recognized and those that are not felt or unrecognized. People are stimulated into action and change of behaviour only when unconscious needs become conscious ones. It is only after people feel a need that they are prompted to act, in other words, recognition of the lack of something motivates a person to act. This is how people realize that they have a problem. The nature and extent of the need gives evidence of the significance of the problem. In programme building it would be necessary to make a choice of the most important need by establishing a system

of priorities. For this it would be necessary to select the important kind of information about the needs. It would help to know if the need is significant; if it has any economic, social or aesthetic value to a large number of people; its relative significance and the consequences if no action is taken about it.

According to Professor Leagans peoples' basic needs generally fall into four areas:

1. What they want to gain, such as popularity, advancement in business and social prestige etc.
2. What they aspire to be, for example good parents, efficient and creative workers.
3. What they want to do, such as acquire or collect things, satisfy their curiosity and improve themselves generally.
4. What they want to save such as, time, worry, money, discomfort etc.

One way of finding out the needs of a community is by skillful questioning -- the leaders may be asked what their neighbours need most and what prevents them from obtaining what they want. They could be questioned about the required changes that they consider necessary for improvement; their standards of a good home, good farm and good living and what should be done to attain these objectives.

To accomplish these desirable ends, effectively, requires a carefully structured programme at the village and block level. This programme must meet the following criteria.

1. It must focus on the felt needs and interests of the people.
2. It must be developed through joint participation of village leaders, VLWs and block staff taking into account recommendations from the District, State and Central Government personnel.
3. It must be in line with local as well as State and national needs.
4. It must focus on problems that are "most important" since it can't be "all things to all people".
5. It must be flexible but with a backbone that gives it stability and continuity.
6. It must provide for a system of priorities in line with local needs and interests.

7. It must be balanced, that is, contain items of assistance for all major social, economic, age and sex status groups.
8. It must have objectives that are attainable within the economic, social and mental capacities of the people through education with a minimum of government aid.
9. It must be highly significant economically, socially, aesthetically or morally to a relatively large number of people in each village or block.
10. It must be developed, understood, conducted and judged as an educational instrument for helping people learn how to help themselves.
11. It must provide satisfaction for the people who participate.

Deciding on detailed step by step procedures for developing programmes at the village and block levels that harmonize local needs as the people see them and national interests is a primary responsibility of local leaders, VLWs and block staff jointly working together as a team. Any procedure that meets the foregoing criteria will be a good procedure.

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PRINCIPLES OF LEARNING AND TEACHING*

K. Venugopal

I. Introduction

Motivation is basic both to learning and teaching. People are motivated to learn for they can satisfy a basic need through learning. Basic needs, wants, desires, motives, incentives or urges have been classified in a variety of ways. The following is reasonably adequate for extension teaching purposes:

1. The desire for security -- economic, social, psychological and spiritual security.
2. The desire for experience-- adventure, new interests, new ideas, new friends and new ways of doing things.
3. The desire for affection or response -- companionship, gregariousness and social mindedness, the need for feeling of belonging.
4. The desire for recognition -- status, prestige, achievement and being looked up to.

These are all powerful motivating forces.

II. What is learning?

Learning is the process by which an individual, through his own activity becomes changed in his behaviour.

III. How people learn?

1. Association: The function of relating, bringing together or connecting is known as "Association." A broad statement of this principle is "Experiences that occur together tend to recur together." Example: A line of poetry calls for the next line.

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*For further details, please refer to pages 14 to 22 and 80 to 92 of the Guide developed by Instructors of Extension Training Centres.

2. Trial and error: The learner learns by blundering, by trying something, then something else until he finally succeeds in making the right response.

3. Retention is holding on to what has been learnt so that it can be utilised later.

4. Recall is revival of past experience.

5. Recognition is perceiving something as having been experienced before as being familiar.

6. Forgetting: The loss, temporary or permanent, of an earlier acquisition is forgetting.

7. Transfer: A carry over from one habit to another. When students are taught the principle involved in the solution of one problem, they solved, without an error, new problems which involved the same principle.

IV. Learning principles

1. Learning is growth-like and continuous.
2. Learning is purposeful.
3. Learning is an active process on the part of the learner.
4. Learning involves appropriate activities that engage maximum number of senses -- seeing, hearing, feeling etc.
5. Learning must be challenging and satisfying.
6. Learning must result in functional understanding.
7. Learning requires several exposures before change is noticed.

V. Factors influencing learning

1. Goals: Goal is a determiner of activities. Definite goals on the part of the teacher and learner are necessary.
2. Level of aspiration: This is the performance level that a person sets himself to reach in some task.
3. Knowledge of success and error.
4. Understanding.
5. Age of the learner.

6. Capacity to learn.
7. Learning is effected by physical and social environment.
8. Learning is effected by emotions.

VI. What is teaching?

Teaching is the process of arranging situations that stimulate and guide learning activity toward goals that specify desired changes in the behaviour of people.

VII. Teaching principles

1. Teaching must be looked upon as an intentional process -- not a hit or miss undertaking.
2. Teaching must accomplish the following kinds of basic educational changes in the learners.

    (1) Changes in knowledge.
    (2) Changes in skills.
    (3) Changes in attitudes.

    There are additional kinds of changes that are a part of these that should always be considered by the instructor. These are:

    (1) Changes in interest.
    (2) Changes in understanding.

3. Teaching requires effective communication -- good communication is the essence of good teaching.
4. Teaching requires both content and method i.e. what to teach and how to teach?
5. Teaching requires use of major senses of people. Learning usually is gained through channels of the:

    Eyes
    Ears
    Hands

- But to promote action, people must:
  - -- Have the idea called to their attention.
  - -- Become interested.
  - -- Develop desire or want.
  - -- Have opportunity to act.
  - -- Develop confidence.

6. Teaching requires learning situations that include five major elements
   - -- Learner
   - -- Instructor
   - -- Subject-matter or content
   - -- Physical situation
   - -- Instructional equipment and supplies
7. Teaching requires that learners have effective learning experiences
   - -- Learning experience is the mental and/or physical reaction one makes through seeing, hearing or doing the things to be learned, through which he gains meanings and understandings of the material to be learned.
   - -- A learning experience is not attained or is it the same, as simply being physically present in a learning situation. It is much more than physical present.
     - -- It is what the participant does while in the learning situation that is the all important factor in learning.
     - -- He must give undivided attention to the instructor and deep thought to getting the facts, understanding their meanings and to seeing their application to his needs and problems.

Please note that:

1. Learning is an active process on the part of the learner.
2. If the learner has not learnt, the teacher has not taught.

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HOW TO GIVE A TALK

Ellen L. Moline

Many people are afraid to stand before a group and to talk to them even in an informal manner. Usually this fear is an indication of lack of confidence in oneself. This lack of confidence is usually the result of lack of *preparation* and of *practice*.

Every trainee from the training centre should have one opportunity during each month to give a talk, whether a long or short one, while he is at the centre. This will involve him in a learning situation and experience from which he should be able to look with confidence at any audience and communicate effectively with them.

To begin with, *teach the trainee to take a deep breath* before he begins. Fear makes one take short, quick breaths, and the oxygen supply is low. Taking a deep breath furnishes additional oxygen, helps overcome fear. *Teach him what to do with his hands*. A good trick is to put the hands behind the body, hang on to one thumb. The thumb may feel the strain from the pressure exerted when one becomes too nervous, but serious damage never results. *Teach him what to do with his feet*. Pacing the floor or "dancing" around because of nervousness makes the audience nervous. Have the trainee put one foot ahead of the other and teach him to rotate on the heel of one foot, the ball of the other foot as he turns to look at the audience on one side, and then to the other side. *Teach him to look every one in the eye*. The audience will think he is being talked to personally. This is enough for the first lesson. Let them have fun individually and together as they practice. Let a few of them demonstrate to the others the next time they meet.

Now the trainee is ready to work on the talk he will give. He must *first* think of himself as the speaker. Is the subject one on which he has knowledge and experience? Is he capable and intelligent enough to discuss it?

Second: Does it fit the audience, their interest, experience and knowledge?

Third: Does it fit the occasion?

Fourth: Does it fit the time limit? Warn him not to talk longer than the time allotted to him.

The Talk

1. Select the subject.
2. State objective exactly - in one sentence.
3. Prepare the speech.

A. The first sentence must catch the audience's attention. "More people die of Malaria in India than from any other disease." The first sence may be:

a. a question
b. a quotation
c. a problem
d. a challenge

B. Divide the material to follow this statement into three or four parts. If there are more than three or four points, the audience may become confused, will not remember.

These three or four points should be developed to be convincing. State the information in simple words of five to six letters and preferably one syllable. Cross out all words which have more than two syllables. Keep the sentence short - average 17 words is good.

C. Plan the conclusion to summarize the material presented. This must relate to the objective set up for the talk. The concluding sentence will depend on the first sentence. It may be a:

a. quotation
b. question
c. story
d. challenge

Make sure your audience remembers the basic points and if action is wanted, that it understands the action desired and how to take it.

4. Practice the speach out loud to gain confidence.

In conclusion, three simple reminders of how to give a talk may impress the major ideas on the trainees:

1. Tell them <u>what</u> you <u>will</u> tell them.
2. Tell them.
3. Tell them what you <u>have</u> told them.

There are three other points to follow:

1. <u>S</u>tand to be seen.
. <u>S</u>peak to be heard.
. <u>S</u>it down to be appreciated.

...

THE USE OF GROUP LEADERSHIP AND GROUP METHODS IN INSTRUCTION

Dr. H.W. Butt

What is a group?

Social psychologists define a group as "two or more people who bear an explicit psychological relationship to one another".

Interaction on a face-to-face basis must take place.

Distinction between social organisations, societies and groups.

Small groups have many features in common.

A collection of human beings who are physically together in the same place at the same time do not necessarily constitute a group.

Illustration - College class on the first day is not a group until psychological interaction takes place.

Definition of group:

"A small group is defined as any number of persons engaged in interaction with each other in a single face-to-face meeting or series of such meetings, in which each member received some impression or perception of each other member distinct enough so that he can, either at the time or in later questioning, give some reaction to each of the others as an individual person, even though it be only to recall that the other was present"

-- Robert F. Bales

Why people join groups?

One basic reason - every member believes that he can fulfil some need or needs in collaboration with other people that he cannot fulfil by himself. A member will remain in a group only so long as he believes it more advantageous for him to stay in than to leave.

People join groups because they feel that membership in a group somehow will provide satisfaction of some basic need. People join groups because they perceive them as a possible means for "self-actualization" - a way of actualizing their own capacities. A group, therefore,"promises the individual an opportunity to grow, develop, fulfil, enhance, create - or simply to become that for which he has the potential".

<u>The task of the group</u>

(a) Selection of goals.
(b) find means for reaching those goals.
(c) adjust to the changing needs of its members.
(d) find the best solutions to its continuous problem of meeting their needs.
(e) find ways of fulfilling the needs of each person at the least expense to all other members.

A group is in a continuous state of adjusting to the tension, conflicts, and problems arising from the ever-changing needs of its members.

<u>Resources of the group</u>

(a) skills
(b) facts
(c) tools
(d) materials

<u>Process of problem-solving</u>

This process begins in a group when the group faces a problem.

(a) the group must be in some agreement that a problem exists.
(b) diagnozing the problem, analyzing its nature and determining possible causes.
(c) actual making a decision as to how to approach or solve the problem.

Types of Groups

(a) Learning groups - the need to learn from others to share ideas and feelings, to achieve a better understanding - purpose individual growth.
(b) Action groups - getting group made efficiently and taking effective united action.

Learning Group — Action Group

- Class room discussions
- Rotary meeting.
- Congress Committee sessions.
- Industrial planning Conference.
- Staff meeting of military field commanders.

Interaction in the group

All group behaviour is the behaviour of individuals in a group. In order to work successfully with groups of people we must understand not only the individuals as such, but also the ways in which they affect each other.

Interpersonal relations

Sociometry - the science which helps us to understand the complex network of interrelationships.

Factors operating against effective group functioning -

A. Barriers to constructive participation.

1. Feelings of personal inadequacy.
2. Fear of evaluation of rejection.
3. Reactions to Authority.
4. Ego-centered participation.

B. Barriers to effective communication.

1. Limited Face-to-face contacts.
2. Devaluation of worth of other members.
3. The Tendency of the individual to defend his ideas.

How shall leadership be defined?

None of the definitions employed by previous thinkers seems quite appropriate. Problem of selecting a useful and workable definition of leadership is a difficult one.

Early definitions of leadership was based on the assumption that certain people were born to be leaders.

Leadership was thought to be a set of unique traits or characteristics handed down from one person to another - chiefly through heredity. Genetic superiority Modified theory - leadership is a function of traits and characteristics that are acquired chiefly through experience, education and special training. Influence of heredity - intelligence, physical stature, energy output etc.

Leadership is always relative to the situation.

Qualities desirable in a group leader.

1. A well-adjusted personality.
2. A basic respect and concern for human beings.
3. Sensitivity to the basic trends and moods of the group.
4. Reasonable knowledge of the problems being discussed.
5. Facility in verbalising the ideas of the group.
6. Reasonable restrant.
7. Vitality.

II. Group methods[1]

1. The small-group discussion

Primary purpose - to increase interest, participation and teaching effectiveness.

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1. Evolved by W.W. Reeder.

(a) discussion
(b) buzz session
(c) committee system

Advantages:

(a) encourages participation.
(b) stimulates group thinking.
(c) places responsibility on every individual.
(d) saves time.
(e) increases group unity.

2. The large-group discussion.

The most common type.

Advantages:

(a) gets members more involved in thinking about the questions and issues.
(b) keeps the group together.
(c) gives the total group a chance to check on any particular idea presented.

Disadvantages:

(a) moves slowly - likely to get side tracked.
(b) few talkers dominate the meeting.
(c) few feel free to speak.
(d) participation and responsibility on the members decrease.

3. The opposing panel

This system was developed to meet a particular type of situation which is common in classes and groups.

Advantages:

(a) avoids the 'known' over-worked material and moves immediately into the "unknown".
(b) introduces a friendly competitive element between the "question raisers" and the "question answerers".

(c) creates a situation in which everyone has to think about the question.
(d) the learning which takes place in the small group as they discuss possible questions and answers is as valuable as any other part.
(e) it creates interest and gets total participation.

III. Question-and-answer Techniques

This can take place in four ways:-

(a) The leader may introduce the questions and call upon the group for answers.
(b) The leader may draw questions from the groups and he or some resource person answers them.
(c) The leader may draw questions from the group. Then turn the question back to the group for an answer.
(d) The leader raises some questions which he answers himself or calls upon some resource person to answer.

All of these techniques have their particular uses.

IV. The Socio-drama

This is an effective technique to develop interest and participation in a class or a group.

What is a Socio-drama?
Why Use Socio-drama?
Types of Socio-drama.
How to do a Socio-drama?

V. The Lecture

The most widely used technique.

Advantages:

(a) One person is able to present his ideas to a large number of people.
(b) It makes possible a systematic presentation of ideas.

(c) It enables a person to put out a great deal of information.
(d) It is fairly effective in dispensing information.

Disadvantages:

(a) The group retains only a small portion of the information given out.
(b) The group member does not necessarily become involved.
(c) Few lectures can hold interest and attention and teach effectively at the same time.

VI. The symposium

This consists of two or more brief talks presenting different phases of the same general topic. It is normally followed by a discussion or question period.

Advantages:

(a) It introduces a wider variety of experience and knowledge of the subject.
(b) It gets greater involvement on the part of the audience than a lecture.

VII. The Forum

This is a speaker-audience technique in qhich there are two or more speakers who present talks on the same subject. The subject is controversial and the speakers present the opposing sides of the question.

Advantages:

(a) An excellent method to present the various sides of a controversial issue.

VIII. The Panel

This is sometimes called the round table discussion. It is usually composed of four to six persons. The members carry on a discussion of the topic among themselves and the audience "listens in" on the discussion.

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EFFECTIVE USE OF LIBRARY*

K. Venugopal *

All the Extension Training Centres are having libraries. These libraries are at present hemmed in on all sides by low finances and low production of books and other reading materials likely to rouse and inspire. To step up the quality of the training program, it is necessary to have a good library which should be effectively made use of by the instructors and trainees.

I. THE ROLE AND USE OF LIBRARY

1. <u>What are the aims and functions of the library attached to an Extension Training Centre?</u>

   The library should:

   a. Supply adequate materials to instructors and trainees in teaching-learning situations.
   b. Be a vital element for all intellectual activities.
   c. Function as a reservoir having all the necessary materials for assimilation, investigation and dessimination.

2. <u>What role does the library play in the instructional program?</u>

The inner core of library is knowledge. It helps in promoting enlightenment through guidance and stimulation.

3. <u>What are the uses of library?</u>

   A library of the type referred to will:

   a. Support class-room teaching.
   b. Extend the knowledge of the trainees and the staff.

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* This is a summary of the talk. For further details, please refer to pages 23 to 31 of the Guide Book developed by Instructors in the course from April 20 - May 1, 1959.

c. Help to carry on investigation; and
d. Develop a reading habit for recreation and pastime.

II. ORGANIZATION AND SUPERVISION

1. A library in an educational institution is a great investment. Attempt should be made to get back most of this investment. This may be done through the formation of a library committee with a congenial proportion of students and staff members on it.

2. Students' assistance may be sought in the daily working of the library.

3. Open access system with proper check points is considered essential.

4. Introducing the library hour in the regular curriculum for reading assignments is also desirable.

5. Symposia may be arranged in the library hall with a small incentive of winning a prize. Essay contests, quiz programs and general knowledge tests are some of the activities which can be conducted by the libraries. These measures are to be adopted to focus the attention of the students on the importance of library.

6. The system of lending two books for a period of one week to begin with, extending it to another week will be practicable in a small training centre.

III. USE BY TRAINEES AND STAFF

1. The first step to be taken to orient the freshmen to the use of the library is to arrange for "conducted tours", and explain to them the general arrangement of the library, the issue method, the reserve book system, etc. These conducted tours should be guided by the librarian as well as by the members of the staff.

2. The following procedures are suggested for planning library assignments:

a. A period or two can be assigned during the course of a week for library work.

b. The teacher concerned may prepare review on some important books, if need be in the regional language, and mimeograph the same and circulate to all the trainees.

c. The teacher may arrange a group discussion by assigning a definite topic well in advance and furnish the requisite reference material. This technique may be followed at least once a month.

d. The teacher may give references to the trainees during the course of teaching and check on these again in the subsequent classes.

e. In all probability, there may be a few trainees who are unable to understand or who do not have enough reading ability. To help them in library assignments is a problem. The teacher may therefore prepare in the regional language a digest of the recommended references. He may also make use of audio-visual aids which, as stated previously, form a part of library equipment in addition to books, journals etc.

S U M M A R Y

Keeping in view all that has been said about the uses of library, organization and supervision, and use by trainees and staff, it should be borne in mind, that one of the five criteria of a good learning situation is "subject-matter"; and library forms an integral part of subject-matter.

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EFFECTIVE USE OF VISUAL AID TO IMPROVE THE QUALITY OF TEACHING.

Sybil D. Bates

<u>Visual aid defined</u>:

The dictionary defines visual as any thing that can be seen and aid as anything that helps.

Anything which can be seen that helps the teacher teach and the learner learn may be called a visual aid or perhaps this is a better definition. A visual aid is any thing that can be seen which helps the teacher to teach and the learner to learn.

We have heard teaching defined in several ways during this seminar. I am going to say it differently. Teaching is management. Management according to the dictionary is directing our resources to attain desired goals or objectives. A term I like to use is creative management or making the best use of what we have to get what we want.

<u>What we have</u>?

Time, Rupees or what rupees will buy, and energy. It cannot make the best use of them alone but Time, money and energy coupled with:

1. What we know	Knowledge.
2. What we can do	<u>skill</u>
3. How we feel	attitude

can help us get what we want.

We have talked about what we have now let us talk about what we want.

We want to become better Extension workers by using visual aids.

Every job has three parts. These three parts apply to using visual aids. They are:

1. The get ready consists of:

a) Collecting equipment and material.
b) Making what we need.
c) Planning.

Planning is the most important part of any job. Kipling wrote:-

I know six little honest serving men. They taught me all I know. They are what and who, why and where, how and when.

If we apply these six honest serving men to our job we will be better extension workers.

The Committee planning this Seminar used these six serving men they decided:

1. What - an All India Seminar for extension workers.
2. Who - who will teach and who will be taught.
3. Why - to improve the quality of teaching of V.L.Ws.
4. Where - Hyderabad.
5. How - work groups and illustrated talks.
6. When - during the next few months.

Step II.

The doing:- The doing is the easiest part of the job. It is the fund or enjoyable part of any job. It takes time than the get ready. Doing the job requires:

a. A comfortable and convenient place.
b. Equipment handily placed and in good working condition.
c. Correct use of tools and correct body motion.

Step III.

The put up and follow up:

a. Put the place in order for the next user. Equipment must be cleared and put back in its place.
b. The follow up is the check up to see if our work was successful. It is the evaluation of our results.

Teaching we have said is management and creative management is making the best use of what we have to get what we want.

Creative teaching in Extension is making the best use of what we have.

1. The words we use choose them wisely.
2. Voice or speaking the words - clearly and distinctly.
3. The motions we use.
4. The visual aids we use.

To get what we want -

1. Information to people.
2. People to change by adopting improved practices.

Effective teaching is communication of ideas. Effective communication is making.

Expression = Impression.
Impression = Expression.

People are different

Look different in appearance, act differently.

Spoken words mean different things to different people. We interpret according to our back ground of experience that is why visual aids are important tools in making our expression = impressions.

Audience participated by writing what came to mind when I said word check.

Some of the answers -

1. check king in chess
2. a sudden stop
3. limited action.
4. mark to indicate examination
5. a reprimand
6. written order to Bank to pay
7. an identifying ticket
8. crack in wood
9. check in cloth.

Thus we find what we say will be heard differently therefore we must find ways to make

Expression = Impression

or

what we say must say the same thing to learner.

Effective visuals in teaching are helpful in transfering ideas.

We have heard many speakers say

"Seeing is beleiving"

I like to say seeing helps learning.

Good visuals are good communicators because they help the teacher get the ideas he is expressing across. Visuals help learning.

A good extension worker uses visuals in teaching.

Extension workers reach people through three methods.

a. Personal contact.
b. Group methods.
c. Mass media.

Through these three methods he influences people to change:

1. How they do things(skill knowledge)
2. What they know (knowledge).
3. How they feel (attitude)

My job here to-day is to influence you to change by:

1. Increasing what you know about importance of visuals.
2. To be more skillful in using visuals.
3. To change how you feel about use of visuals in teaching.

"Variety is the Spice of Life"

The Extension worker who spices his work with a variety of visual aids is a more effective teacher because seeing is beleiving and seeing helps learning.

Three musts for effective visual aids are:

1. Decide what to teach
2. Outline your subject matter.
3. Visualize the key points.

When you make these three musts a habit you will be a better Extension worker because you will have confidence and poise.

There is no best visual aid but there might be a better one.

Visual aids may be used singly or in combination according to -

1. The teaching job
   Behaviour changes desired as:

   a. Learning a skill.
   b. Gaining information.
   c. Changing attitude.

2. The subject matter being taught.

3. The nature of the learner.

   a. Age level
   b. Education
   c. Interest
   d. Knowledge of subject
   e. Experience.
   f. Intelligence.

4. Relative cost in.

   Time

   Money

   Energy

5. The Extension worker

   1. Familarity with visual aids.
   2. Skill in using v.a.
   3. Skill in making v.a.
   4. Originality

Types of visual aids.

I will not discuss types of visual aids here as our Group Leader will present this material next Friday (See Group 5 Report).

Visual aids strengthen our teaching:

1. They help the teacher organise material.
2. Make expression = impression.
3. Vitalize or enliven instruction.
4. Picture experiences outside environment.
5. Combat verbalism or meaningless use of words.
6. Arouse interest
7. Hold interest
8. Motivate and stimulate.
9. Change attitudes.
10. Supplement other learning.
11. Help teacher and student remember.
12. They help clarify.
13. Save time.

Here are some guide posts in selecting and making visual aids.

1. Consider audience.
   a. size.
   b. level of understanding.
2. Visual aids must be easily seen.
3. They should cover key points
4. Visual aids should be easily understood.
5. Visual aids should be simple and direct.
6. Visual aids should be easy to handle.
7. Consider time and place when you plan visual aids.
8. Visual aids should be attractive, neat and clean.

To use Visual aids effectively.

1. Plan them carefully.
2. Arrange them in sequence.
3. Rehearse, practice.
4. Make the place comfortable and convenient.
5. Prepare the audience.
6. Prepare yourself - be skillful in using visual aids.
7. Keep audience guessing and wondering.
8. Involve the audience they like to be a part of the performance.

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COMMUNICATION PROCESS

Dr. J. Paul Leagans

Stated bluntly, the leadership in training centres, the blocks and the villages needs to do a better job of communication. It is said often that the Community Development message has not yet been communicated to the villagers. Much misunderstanding results from faulty communication. Too many people saying the wrong things, at the wrong times, in the wrong ways, to the wrong people, slows progress. What is needed is more people saying the right things, at the right time, in the right way, to the right people. This is the formula for good communication. Some of us like to refer to the formula as the "Communication Process".

I. What is communication?

Communication is the process by which a communicator helps others to gain ideas, facts, feelings, impressions, etc., in a manner that the receiver gains a clear understanding of the meaning, intent and use of the message. The term "Communication" comes from the Latin word "Communis" - meaning common. Communication, then, is a conscious attempt to share information, ideas, attitudes and the like with others. So, communication has to do with the way people get ideas. It has to do with the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning and intent of messages.

The essence of communication, then, is getting the receiver and the sender tuned together for a particular message. Good communication, therefore, is the essence of good teaching. One cannot teach, if he cannot communicate.

II. Importance of Communication

Communication is essential to all human association. One's ability to influence others is closely linked with his ability to communicate his ideas. The essence of learning is the gaining of the meaning of

new ideas in relation to recognized problems. For two or more peopleto engage in a common, cooperative effort, they must be able to communicate with each other. To strive toward common goals, they must have a body of common knowledge and ideas.

The central task of instructors in the extension training centres is to promote common bodies of knowledge, attitudes and skills to trainees that will make them effective teachers of rural people. To teach and lead villagers to understand, accept and "put new knowledge to work for them" is a gigantic task and one that requires great communicative ability. It must be remembered that the "pay off" in village extension work comes only when the villager acts on new knowledge -- not when he has merely been exposed to it. Diffusing knowledge, therefore, is a relatively easy task. Getting people to understand, accept and apply it is the difficult one. At this point, teaching presents its great challenge. At this point, the "good" VLW is separated from the "less good". At this point, the true act of teaching must emerge. Good subject-matter and effective communication are the keys to successful classroom and Extension Teaching.

Good communication does not consist of "filling a packet", but of "lighting a lamp". Most of the progress you make in the future will stem from better technology and greater skill in communicating it to your trainees, and through them to the village people throughout India. You should keep clearly in mind that economic and social change will only occur to large numbers of people when your trainees have effectively communicated to them useful ideas in ways that they can understand and put them into use. This is the process by which the 555,000 villages of India will be re-built part by part. This is the process by which the "New India" will emerge.

III. Communication Process

Within the past few years, there have been some labels attached to the various parts of the communication process. These help to analyse and understand what goes on when two or more people attempt to communicate

with each other. We need to become familiar with them, so here they are:-

A. <u>The Act of Communicating</u>: This has three aspects:-

1. Expression
2. Interpretation
3. Response

What these are is the crucial point in effective communication. If the expression is not clear, the interpretation accurate and the response proper, your communication is faulty. It is one thing to get information <u>to</u> people; quite another to be certain it is interpreted as intended and responded to as desired. It is easy to control what our communications say, but difficult to control what our audience receives and concludes from them.

B. <u>The Elements of communication</u>: There are five basic elements in the communication process. These are:

1. <u>Communicator</u>

   This is the person who starts the process in operation; the person who is sending the message such as:-

   -- Principal of Training Centre
   -- Instructors in Training Centres
   -- Village Level Workers
   -- Block Offices

2. <u>Audience</u>

   This is the intended receiver of the message through whatever channel you have selected. It may consist of:-

   -- One, or many people
   -- Men, women or both
   -- Youth groups
   -- Villagers, etc.

3. <u>Channel</u>

   This is the "avenue" of communication; the media used to transmit messages to the audience. Talks, discussion, books, newspapers, radio, bulletins, etc., are all channels of communication.

4. Message

This is the information the communicator wishes to convey to the receiver. The message is not the same as the subject-matter. The message is what the subject-matter says. For example:-

-- Fertilizer increases crop yields.
-- Washing rice properly improves its food value.

5. Treatment

This is the technique one uses to present his message. It has to do with the way a message is handled to get the information across to the audience. It includes the appeals which are used and the various techniques of writing, speaking or visualizing.

Good communication involves each of the five elements just mentioned. It requires careful identification and selection of the proper message giving it the right treatment, and sending it through the most effective channels to the correct audience. To do this effectively, one must have the answer to at least the following questions:-

1. What are the most important messages the audience should receive?
2. What is the best way to treat these messages to get maximum reception?
3. Who are you trying to reach? Why?
4. What channels can do the best job in reaching the audience?

C. The Process of Communication: The process of communication when effectively used consists of a skillful communicator sending a useful message, by proper channels, effectively treated to an appropriate audience.

1. A Good Communicator

   a. Must Know:

      1. His audience - needs, interests, etc.
      2. His message - subject matter.
      3. Meaning and extent of his message - objectives.
      4. Channels available and their value to him.
      5. How to treat the message.
      6. His personal skills and limitations.

   b. Must be Interested In:

      1. His audience.
      2. His message.
      3. Results and their evaluation.
      4. Communication process.
      5. Communication channels - their use and limitations.
      6. Improving his skill.

   c. Must Prepare:

      1. A communication plan - teaching plan.
      2. Communication materials.
      3. Evaluation plan.

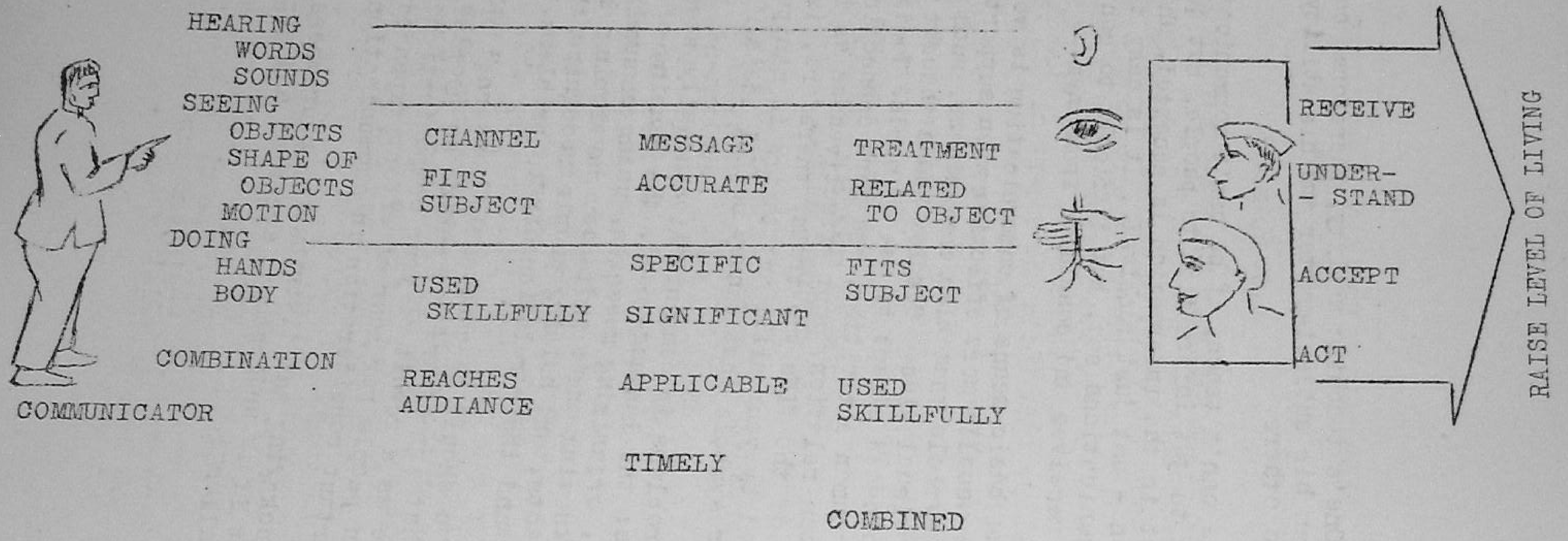
   d. Must Have Skill In:

      1. Selection of messages.
      2. Treatment of messages.
      3. Use of channels.
      4. Understanding his audience.

2. A Good Message Must Be:

   a. In line with objective.
   b. Clear - understandable by whole audience.
   c. Leave no unanswered questions about subject concerned.
   d. Significant to the needs, interests and values of audience.
   e. Specific - no irrelevant material.
   f. Simple - covers only one point at a time.
   g. Accurate - scientifically sound, factual.
   h. Timely - especially when seasonal factors are important.
   i. Appealing and attractive to audience.
   j. Applicable - audience can apply.
   k. Manageable - communicator can handle.

FLANNELGRAPH ON COMMUNICATION
COMMUNICATION
EXPRESSION
INTERPRETATION
RESPONSE



Flannelgraph developed by: Dr. J. PAUL LEAGANS

RESPONSIBILITIES AND OPPORTUNITIES OF INSTRUCTORS

K.G. Bhandari

Our Prime Minister has described the Rural Development Schemes under the N.E.S. & C.D. programmes as a silent revolution in our country-side devoted towards building a strong and prosperous nation where every one will have equal opportunity of developing himself or herself materially, morally, culturally and spiritually. All these are essential for realization of man's ambitions and aspirations in life for developing his potentialities to the fullest extent. We are all partners in this revolution - some directly, others indirectly. Tremendous opportunities have been thrown open to all of us living in this country. Irrespective of the position and vocation every one has to contribute to his or her maximum in building new and prosperous India. This is our responsibility.

The nation building task is gigantic it is a challenge to our intellect and capacity to work. It is more so in the field of rural development, where the thinking of people has to be changed and they have to be pulled out from inertia to activity, from frustration to dynamic action and from poverty to prosperity. In our scheme of thing the multi-purpose village level worker who is the key contact man has to bring about this change. It is he who has to bring about this change. His knowledge and above all his skill im imparting this knowledge to the villagers is the key factor in this change. You as teachers of the village level workers have thus the most important and vital task in our development programme. It rests with you as teachers of the Extension Training Centres and Home Science Wings and it is your opportunity to produce workers inspired with determination, devotion, zeal, enthusiasm and sacrifice to change the face of your country for the better. You must not think that your task is small and insignficant one and your work unrecognised and unreward. On the other hand, the country looks forward to you to provide the right type of guidance to the workers whom you train and send out in the villages who are the real builders of India.

Increased agricultural production.

The overall objective of all our developmental programme is the raising the standards of life of the common man. Since the bulk of our population is directly or indirectly dependent on land stepping up food production is our immediate necessity towards raising standards of living. We are unfortunately today at such a low level of agricultural production that unless we make an all out effort to increase food production and to wipe out our deficit as quickly as possible we will not have much time to think of other things much less to devote attention to them. Due to the rapid pace of increasecof our population the third plan target of-food production is placed at 110 million tons by 1955-66. This is 30 million tons more than the second plan target of 80 million tons. which in turn is 15 million tons more than the base year 1955-56.

The responsibility of produc-ing additional food is of course directly on the cultivator but it seems well nigh impossible unless the Indian cultivator knows the scientific 'know how' and is provided with material or materials which will increase food production. His farming practices are old and out of date. His ways and methods have to be changed through education and adequate provision of funds, material and supplies. Essentially a farmer is multi-purpose man who has to develop his agriculture, animal husbandry, cooperative attitude, cottage industries, sanitation, health and housing and village roads to make his living conditions better. He therefore needs a multi-purpose worker who can advise him on all these matters to the best of his abilities and at the same time. This need made us think of training a multi-purpose workers at the village level called Gram-sevaks and Gramsevikas. The responsibility of training of Gramsevak and Gramsevika on proper lines is entirely yours.

Quality and Main Aspect of Training:

The multi-purpose village worker should during the course of training acquire the following professional and personal qualities to enable him to perform his job effectively.

- Faith in rural life and people and their progress.

- Faith in technical knowledge, understanding of Extension methods and techniques.
- Skills in the use of Extension Educational methods.
- Develop initiative, resourcefulness.
- Be inspired with zeal, enthusiasm and determination to carry out other programme.
- Ability to understand the problems of people.
- Develop sympathy and ability to work in cooperation with villagers.
- Ability to analyse situations and take responsibility for finding solution of problems.
- Develop integrity and character to gain confidence of the people.
- Ability to make technical "know how" available to people either himself on by calling upon other specialists.
- Ability to work with people to initiate them into self-help programmes.
- Ability to help people to plan their programme and projects.
- Ability to work with groups and to encourage progressive leaders.
- Ability to help people develop their own local resources of men, material and funds.

It is not simple to impart training in these disciplines, it requires good deal of planning and skills on the part of the teachers to be able to give proper training to the village workers. If the duties of teachers are to discharged efficiently and standard of training maintained at a high level to produce good and competent workers, the teachers must themselves be inspired with the above ideals, besides being fully knowing his subject-matter.

The training programme of the V.L.W. must be recognised as the hub of the entire programme of raising the standard of living through increased agricultural production. It has been strongly felt that apart from the teaching of subject matter which should be "Problem oriented", teaching of extension methods and using various aid as a means for influencing people and gaining their cooperation in development work has to be assigned a significant place in the training programme. Attention has consequently to be focussed on the Extension Education processes. The training programme has to reconcile to meet the clear

objective of preparing the Gramsevak and Gramsevika in effective discharge of their duties; primarily to educating the people to self help programme with a view to improving their living standards.

Specific needs of the training programme

Syllabus - If the overall objective of training programme is to raising the standard of living through the need for raising the Agriculture Production within a short period. The educational programme should be fitted to meet this need. This will necessarily involve changes in the syllabus and teaching methods, which will have to be modified to meet the requirement. The Instructor has thus the biggest responsibility training the V.L.W. who in turn can effectively perform the task of an Extension Educator. He may thus feel the necessity of selecting, arranging the course of study given in the syllabus. The greater the initiative shown by the Instructor in this matter, the greater is the opportunity exposed to him to make improvements in the methods of teaching and the teaching programme. This is an other important responsibility of the Instructor.

Maintenance of Records.

The Instructor should keep records of the courses of studies undertaken by him, problems and jobs, and also method and techniques followed in extension education process. This record if maintained every year will help reveal factors responsible for success, causes of failures, effectiveness of extension methods and techniques under given conditions.

Opportunities.

With proper qualifications experience, attitude and willingness to work hard an Instructor will have ample opportunities for promotion in the field of extension education and rural development.

Every Instructor is doing a great national service in his own field. The sense of accomplishment accompanied with execution of his responsibility will perhaps be his great reward.

If as a result of evaluation you feel that you have brought about a change in knowledge understanding, behaviour, skills and attitude of the Gramsevak or Gramsevikas - you will have the satisfaction of having done your job well.

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EFFECTIVE TECHNIQUES OF CONDUCTING A CLASS

K.G. Bhandari

In a class room situation the following elements are involved -

- Teacher
- Learner
- Subject-matter
- Teaching aids and equipment
- Physical facilities

The processes of teaching and learning have already been described to you by previous speakers. Effective learning requires effective teaching. The need for teaching arises due to gap between the teacher and the taught. The gap between teaching and learning must bridged by effective teaching methods and techniques. Thus effective teaching requires effective teaching methods and techniques to impart effective learning. Effective teaching also needs effective tools in the hands of the teacher.

Experience has shown that human-being cannot be forced to learn unless a desire has been created in them to learn. Thus creation of genuine desire to learn and proper environment of learning is the responsibility of the teacher. Learning once acquired, must be lasting and have application in life.

Teaching methods which can fulfil the above needs can be termed as effective techniques of teaching. This involves three factors -

(1) Teacher
(2) Proper understanding of the level of knowledge of the learner and his capacity.
(3) Use of proper methods to reach the learner at the level he stands and gradually built upon it.

Effective techniques of teaching require two basic things -

(1) Teacher and
(2) Teaching techniques

Teacher - According to the studies conducted, it has been found that a good teacher is one who:

(1) Has a thorough knowledge of subject - knowledeable.
(2) Is patient.
(3) Goes out of way to help pupils.
(4) Has no favourites.
(5) Is fair and considerate.
(6) Admits when he is wrong. Admits mistake.
(7) Does not get angry when asked to explain.
(8) Can explain difficult subjects in a simple manner.
(9) Does not control class by fear.
(10) Has a pleasant and sweet manner of presentation.

Teaching techniques - The teaching techniques to be effective, the teacher must use adequate tools in the form of audio visual aids etc.,

A teacher is an organiser of learning. A teacher has to be a good organiser of -

(1) his subject-matter and
(2) of learners in a class

As a good organiser of his subject-matter, the teacher must -

(1) have clear objectives.
(2) Plans to organise teaching in small related meaningful units.
(3) have latest authentic information.
(4) have skill in guiding learning.
(5) plan carefully and rehearse before presentation.
(6) makes judicious use of teaching aids.
(7) evaluates himself.

As a good organiser of the class, the teacher has to -

- be democratic in behaviour
- help the group to discover the purpose of learning.
- delegate responsibility.
- encourage initiative
- reveal the group their weakness
- control without element of fear

Learner - The learner is the most active and the interested partner in the process of learning. He must be receptive and help to have an open mind. Above all, he should have desire to learn. He should be capable of learning and should understand clearly, the purpose of knowledge he is learning.

For effective learning situation, it is essential to provide minimum physical facilities, such as, good light, free ventilation, avoiding extremes of heat and cold suitable seating arrangements.

The effective techniques of conducting a class, therefore, require the following steps -

(1) Creating harmonious or sympathetic relations with the learner.
(2) Making the learners comfortable and willing recepient.
(3) Stating the objectives of the talk clearly, precisely and relate it to the goal of the learners.
(4) Relating the topic with the previous teaching.
(5) Dividing the talk period in units as introduction, presentation, summary, question and answer time.
(6) Deciding the best method by which the topic can be best presented.
(7) Presenting the talk in simple, precise words.
(8) Exposing the message several times in different ways to create overlearning by involvement of more than one sense of the learners.
(9) Summarising the high-lighting the key-points.
(10) Evaluating the learning - to high-light the key points to test the knowledge - to test the understanding.

The effective technique of conducting a class can be summarised as -

- preparing the talk
- creating rapport
- presenting the talk by the help of effective teaching aids and
- evaluating the talk.

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HOW TO PREPARE AN EFFECTIVE COURSE OUTLINE AND A LESSON PLAN

Dr. M.P. Singh

Teaching involves choosing.

i) the content or what is to be taught.
ii) the method and technique of communication.

It is with these two aspects viz; organisation of the content or subject-matter and its presentation that we are primarily concerned in our discussions on "How to prepare an effective course outline and lesson plan".

Definition:

The term course outline means splitting up of the subjects included in the syllabus in convenient units based on jobs, seasonal requirements, sequence and priorities for an effective instructional programme. The objective of preparing an effective course outline is to provide the trainees in an accurate and logical sequence the learning experiences viz; knowledge, skill and attitude that he needs for effective discharge of his duties.

Responsibilities of Instructors in building up of an effective course outline:

a) an understanding of the educational processes.
b) knowledge of the people and understanding of their problems.
c) competence in his field of specialisation.
d) skill in communication.
e) capacity to continually examine and improve his methods.

Considerations to be kept in view in preparing a course outline:

i) It should be planned well in advance.
ii) It should be flexible.
iii) It should be able to meet the needs and interests of all members in a particular class.

iv) The training schedule should be based on the needs and jobs of the Gram Sevaks/Gram Sevikas.
v) The course outline should provide for instruction under actual field conditions in which the trainees are expected to be ultimately placed.
vi) The seasonal activities need to be considered while preparing the outline.
vii) It should indicate the weightage and priority to be given to different topics in a subject.
viii) The topics should be arranged in a logical order to provide maximum learning experience.

<u>Suggested procedure for preparing a course outline:</u>

(In case the syllabus is being developed at any other place than the training centres.).

In such a situation, as soon as the syllabus of VLW or Gram Sevika is being received at a training centre, the relevant portion of the syllabus be sent to concerned instructor for study examination and comments. It will be desirable if each extension officer, working in the neighbouring block also be provided relevant portion of syllabus in their particular fields for thorough examination and comments.

2. Hold meeting of the instructional staff. Also associate Block staff in these meetings. Some experienced VLWs and Gram Sevikas should also be associated in such staff meetings. The following points may be considered in the meeting.

a) The jobs which the VLW or Gram Sevika is expected to do in each field of activity.
b) Whether the content of the subjects included in the syllabus prepares the VLW/Gram Sevika for their job in the field.
c) Whether the course needs some modification (addition or deletion of subject-matter) in view of the local conditions.
d) The time limit in which the prescribed course can be covered.

3. Based upon the above considerations, the course may be broken down into annual monthly and weekly schedules.

4. Fix priorities and sequence among subject units based on local and seasonal needs.

5. Break down the course into:

a) class-room lectures.
b) camp practicals.
c) village extension work.
d) field trips and study tours.

6. Total allotment of periods or time required for class-room lectures, camp practicals, field practicals, study trips and village extension work in a particular subject be decided and necessary adjustments be made in between various subject units, if required.

7. Indicate periods alloted for each of the above. Adjustments may be made where necessary.

8. Keep the course outline flexible to include local knowledge and experience.

9. Review and evaluate course outline periodically in consultation with block staff, progressive farmers and the trainees themselves.

10. If desirable make necessary amendments in the course outline after evaluation. This will make the course outline more effective and useful for learners.

Lesson planning - general principles.

Experience has shown that a lesson is not merely a means of doling out facts. It can be an occasion for learning, for thinking, for understanding provided effective learning situations are created. A good teacher has to carefully plan his instructional programme for maximum educational attainments.

Three considerations largely determine the success of a lesson. These are:

i) Preparations of the subject-matter by the teacher.
ii) Presenting the subject-matter suitably to the class.

iii) Self effort on the trainees part in learning what is presented to them.

The careful preparation by the teacher is generally put down in form of 'lesson-notes'. These notes fully indicate the steps which instructor is going to follow in his teaching.

What is a lesson plan?

It is a statement of the aims to be realised and the specific means by which these are to be attained as a result of activities during the period the class spends with the teacher.

Value and necessity of lesson planning:

i) Lesson planning ensures a definite objective for each days work. It forces consideration of goals and objectives.
ii) It ensures association between various lessons in the same main unit, the selection and organization of subject-matter and materials.
iii) It enables the teacher to know the most desirable types of teaching methods and to prepare tests for judging the outcome of instructions.
iv) It prevents waste because it helps the teacher to be systematic and orderly.
v) It provides continuity in the teaching process.
vi) Lesson planning stimulates teacher to introduce pivotal questions and illustrations.

Prerequisite of lesson planning:

i) The teacher must know his subject-matter well.
ii) Awareness of the various principles of teaching and learning is essential for successful lesson planning.
iii) Awareness of individual differences in the class is another useful prerequisite.
iv) The teacher should also know what knowledge of the topic the trainees already possess.

Essential elements of a good lesson plan:

i) A good lesson plan should be preferably written.
ii) Objectives both general and specific should be clearly stated.
iii) The lesson plan should clearly show relationship between what has gone before and what is to follow.
iv) The materials of instructions should be well selected and organised.
v) The plan should indicate teaching techniques to be used - presentation of the lessons - what questions are to be asked - what illustrations are to be used.
vi) The plan should include 'Doing' assignments so that the trainee learn by doing, by applying the new learning.
vii) The plan should indicate all the 'aids' that can be used for a particular lesson.
viii) It should indicate the "reference" for use.
ix) The plan should include evaluation exercises.

The steps of a lesson plan:

A lesson is often thought of as having four steps:

(1) The warm up of preparation step:

(2) The presentation step:

(3) The application step:

(4) The testing or check up step:

NB: For further details refer to the Guide Books produced by Instructors in the first course from April 20 to May 1, 1959, and second course from May 4, to May 15, 1959.

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MAKING THE PRACTICALS EDUCATIONAL BOTH ON AND OFF THE CAMPUS

G.S. Baweja

In the earlier talks given by various speakers, it was pointed out that quite a number of man-made forces have been designed with a view to narrowing down the gap between the man's inherited and environmental forces. The objective is to bring about an all round improvement. To my mind the most important single force designed in our country is the National Extension Service which aims at raising the standard of living by helping the people to help themselves. In this gigantic programme of community development, large number of functionaries are involved. The major responsibility of initiating the process of change in human behaviour rests on the shoulders of VLW. Thus, it is he who is going to determine the success or otherwise of this programme. We, as trainers have thus an important role to perform in giving the right type of training to the VLWs.

In the Extension Training Centres, theory and lectures are the two most important aspects of imparting training to the VLWs. Theory implies 'know-how' whereas the practicals involve its application. Since the VLW has to act as a multi-purpose worker, his training consists of a variety of subjects which are primarily of technical nature. In order to make our teaching more effective, it is imperative that great emphasis should be laid on the practicals. In fact teaching cannot be educational effective and conducive to learning experiences unless it is backed by good deal of practical training.

In order to help the villagers to help themselves, the VLW is expected to carry out certain specific jobs, which necessitates training programme to be job-related. In order that he can carry out his assignment effectively and efficiently it is obvious that he should be equipped with certain amount of knowledge, skill and attitude to act as a good extension worker. To achieve this end, it will be desirable to design a number of learning situations in which our VLW trainees will be stimulated to think, plan and execute jobs with their own initiative and under the guidance of the teacher. When practicals

are not properly planned, organised and conducted, they may result in sheer waste of time, money and energy. The significance of practicals can be judged from a simple yet meanful chinese proverb which reads as -

"If I hear, I forget,
If I see, I remember,
If I do, I know."

<u>Definition</u>

Practical is a very elastic term and can be defined in a number of ways. Just as theory is 'know-how', the practical is a 'do how'. We can also define the practicals as exercises given to the trainees to prove and demonstrate the scientific truth. Keeping in view the educational role they play, we may define the practical as a learning situation designed to enable the trainees to learn by seeing, hearing and doing.

<u>Objective</u>

In considering the objectives of practicals, let us first of all, attempt to determine the Over All Objective of the National Extension Service of which our training programme is an integral part. The over-all objective of this national movement is to raise standard of living of the masses by helping them to help themselves. This may be further split up in terms of general objective of our training or say practicals. The entire programme of Extension Training is designed to produce efficient village level worker who has to serve as a common agent to all the Development Departments at the village level. We can expect him to do his job well and initiate the process of change in people only if he is equipped with the certain amount of knowledge, skill and attitude. Thus, our training should equip the VLW with -

(a) <u>Knowledge</u>

(1) <u>Important facts</u> and information about <u>rural people and problems</u> in rural areas.
(2) Knowledge about at least the simple <u>improved methods of farming</u>, health and sanitation, craft and village industries and home living.

(3) Knowledge about the principles and methods of programme development.
(4) Knowledge about good extension methods.

(b) Skills

(1) Ability to conduct meetings and discussions.
(2) Ability to locate and work with leaders.
(3) Ability to demonstrate simple improved methods of farming.
(4) Ability to analyse situations and solve village problems.

(c) Attitude

(1) A desire to work with villagers for their improvement.
(2) A desire to learn from villagers and show them improved methods.
(3) A desire to involve people in programme planning and execution.
(4) To derive satisfaction from seeing people take up improved methods or practices.

In this connection, the Estimates Committee in their report for the year 1956-57 sounded a note of caution to the effect that "no effort should be spared to inspire the trainees with a living faith in the Plan, so that they may perform their duties with zeal and with a missionary spirit to work among the village people".

It will, therefore, be appreciated that the General Objective of our practical is to enable the trainees to acquire requisite knowledge, skill and attitude. When we further go down to individual practicals, it will be realised that each practical has certain specific objectives. Unless those specific objectives are fulfilled by the practicals, we cannot call them educational. The following are some of specific objectives:

(1) To impart knowledge of improved agricultural practices and allied subjects in a systematic manner.

(2) To inculcate in the trainees the habit of doing things by planning systematically and effectively.
(3) To train him in the habit of group thinking and group action.
(4) To train him in the habit of democratic ways of thinking and acting.
(5) To develop sympathy, love and regard for rural life and people.
(6) To develop initiative, originality and zeal for doing any job assigned to him better than before.
(7) To develop love and dignity of labour.
(8) To develop habit and ability to think, learn, and work by himself.
(9) To develop ability to apply available knowledge to new situations.
(10) To plan and carry out simple social surveys or simple farm experiments; to collect data, analyse and interpret the same.
(11) To develop a sense of observation and analysis.

Selection of practicals

While selecting the practicals, first of all it would be necessary to examine the exact role of Gramsevak. The role of Gramsevak today may not be the same as it was a couple of years back. Likewise it may again vary in the years to come. It is now being appreciated that the VLW is saddled with too many responsibilities. Like any human-being, he has got limited capacities and we cannot expect him to do too many jobs. Keeping that in view the latest thinking on the role of Gramsevak is that he should be relieved of certain responsibilities so as to concentrate on the few most important aspects of rural development. It is only then that he can give his best. As it is, he has to perform a number of jobs. In order that he could do those jobs efficiently, it is necessary that he should possess the requisite knowledge in the subject. It is equally necessary that he should know the techniques or the extension methods by which he can put across the knowledge to the villagers. We should, therefore, while selecting the practicals in different subjects, ensure that they provide -

(1) the best learning situation.
(2) the opportunity to think ahead, plan and implement the assigned task.
(3) every practical should be co-related to theory and supplement the knowledge already acquired.
(4) should provide the opportunity to gain his satisfaction and sense of accomplishment.

To achieve these ends, it is imperative that the practical should be job-related and problem orientated and may be performed in -

(1) Class room or laboratory
(2) Farm
(3) Village

Democratic organisation of trainees such as Press Committee, Cultural Committee provide valuable learning situation and are highly educational experiences.

It is well known that "showing is better than telling". Thus, the practical may also be in the form of study tours, field trips, sight seeing which can be highly educational, if properly planned, organised and conducted.

<u>Planning and organisation</u>

Before we plan the practicals, it would be highly desirable that the objectives are clearly understood and accepted by the training staff and the trainees. Not only that, it would also be a good idea to associate the Block staff and villagers with whom the VLW is ultimately going to work. In order that they are educative, the following situations should be avoided:

(1) they should not be conducted just to mark time.
(2) not serve as labour assignment.
(3) not used as a stop-gap arrangement to fill the time gap.

While planning the practicals, the physical resources, the time, the funds, and such like factors must be borne in mind. There should be proper adjustment between the theory and practicals. We should prepare a plan of practical for the entire year in different subjects which may be further divided on seasonal, monthly and weekly basis. The equipment required for conducting the practical should also be obtained and checked up well in time. Such a plan need not be very rigid and should be elastic to accommodate unforeseen eventuality. They need to be designed to suit the agricultural conditions, practices, season, hour of the days and such other factors. Generally, theory precedes practicals.

When the practicals are conducted off the campus, such as, in the villages, it would be necessary, first of all to provide necessary supervision and guidance to the trainees. They may then, after certain practice, demonstrate the various practices to the villagers. While going on study trips or excursions, it would be necessary to ensure that the persons who are associated with the programme are informed well in time. The board, lodging and transport arrangements must be looked into. In order to make such practicals more purposeful, it will be a good idea to explain the details and objectives of the visits before starting tours and visits. The distribution of printed material giving high-lights of the places to be visited will add more meaning to the visits.

Excursions or study trips may be planned in the slack season whereas indoor practicals can profitably be organised when the weather is not favourable.

During the summer, the practical classes on the farm or in the villages should be conducted in the cooler part of the day and library assignments and class room lectures must not follow immediately after hard manual work. Every effort should be made to avoid practicals by the trainees with empty stomach or after heavy meals.

<u>Conducting practical</u>

To be educational, every practical requires planning, preparation and organization. Failing that they may loose their educative value and instead be taken as

impositions or labour assignments for the trainees. Following are the important steps which must be followed in logical and psychological sequences to ensure the educative value -

(1) Collection of informative material
(2) Objectives
(3) Equipment
(4) Steps to be followed
(5) Demonstration
(6) Observation by the trainees
(7) Discussion
(8) Practising
(9) Keeping records

In addition to the above, there are certain prerequisites for an Instructor which will help him making the practical more educational -

(1) he should know the subjectmatter thoroughly.
(2) he should have the necessary ability and confidence in imparting knowledge and skill.
(3) he should have the right attitude particularly for village work problems.
(4) he should have the ability and patience and ability to supervise and guide.
(5) he should conduct the practical at the right time at the right place and in the right manner.

It is important that the practicals are properly supervised by the Instructor. Supervision does not mean physical presence of the instructor or bossing over the trainees in getting the work done. The object is to maintain discipline and induce the trainees to do their best in accomplishing the task assigned to them. Proper supervision also helps to keep the trainees interested in the work, put them on the right track and also alive to the objectives of the practical. The recognition rendered by way of proper supervision also encourages the trainees to do better job and accomplish more.

Evaluation

Periodical evaluation is necessary to assess the progress of any activity. It may not be true to presume that each instructor knows his job best. In order, therefore, to determine how far the training given by the instructors needs improvement, he should get himself evaluated on the unsigned proforma by the trainees. These proforma can be designed to suit the different situations. Evaluation can also be done on the basis of knowledge acquired by the trainees. It is often said that "IF THE LEARNER HAS NOT LEARNT, THE TEACHER HAS NOT TAUGHT". Thus the trainees may be evaluated by -

(1) Oral tests.
(2) Group discussions to elicit whys and hows.
(3) The quality and quantity of achievement by individual trainee.
(4) Records maintained by the trainees.
(5) By conducting periodical objective test.
(6) By systematic follow up studies of the trainees in the field.

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EFFECTIVE USE OF SYLLABUS IN DETERMINING PROPER EMPHASIS AND PRIORITY IN FORMULATING OUTLINES FOR CLASS ROOM INSTRUCTION AND PRACTICALS

M.P. Singh

Definition

A syllabus, in essence, includes the outline of subjects in which knowledge and training - in theory, practice and extension - are intended to be imparted in a given period. Thus it embodies the guiding points on the subjects included to meet the basic requirements of the various aspects of the training course.

Role of the syllabus

The syllabus should serve the following important role and functions:

(i) serve as a blue print, both for the trainees and instructors, of the relevant information in respect of the intended training.

(ii) help the instructors to know the content of the course in more precise terms in order to enable them to plan their instructional programme in advance; to anticipate the needs of the learners and their own in the shape of reference books, teaching aids, supplies for practicals, outside help etc.

(iii) bring a certain uniformity in the standard of teaching, working and procedure of training, with of course such regional adjustments as necessary, so that ultimately the training centres should be able to produce a band of extension workers having a basic understanding of the community development programme and a common goal and purpose to fulfil the needs of the rural community.

(iv) indicate the priorities and weightage to be given to specific items in the different subjects to be dealt during the training period.

The essential purpose of the syllabus should, therefore, be to equip the trainees for effective discharge of their duties as extension workers in rural areas.

Present syllabus and the extent to which it fulfils the needs:

In this context it is necessary to define the role of VLW or other extension workers in the community development programme so that we may be in a position to examine whether the present syllabus fulfils their needs.

The objectives of the community development programme are to:

Encourage, motivate and assist village families to develop and execute individual farm and home plans which will

1. Increase agricultural production.
2. Improve housing, sanitation, nutrition.
3. Improve incomes and general living conditions.

Encourage, motivate and assist village communities to build up effective panchayats, cooperatives, schools and voluntary adult and youth organisations so that they can help plan and execute programmes which will:

1. improve village agricultural production, credit and marketing facilities;
2. improve village health services and practices;
3. improve educational facilities and quality of education, and raise the status and economic well-being of the village teachers;
4. provide employment opportunities for the landless labourers and those with small holdings who can at best be only partly employed on the land;
5. motivate all people to work together without regard for caste, creed or status, in a continuous effort to re-build as "images of India" all its villages.

The VEW has essentially to work towards this objective. His basic role as an extension worker is to motivate village people, create in them an urge for better living, guide and assist them in its attainment through self help programmes. In more specific terms he is concerned with bringing about an improvement in the standard of living of rural people through increased production mainly in the field of agriculture. It has been recognised that the methods of community develop ent must be those of extension education and the VLW as an important member of the extension agency has essentially to play the role of an extension educator.

The actual role of the Gram, Sdvak, however, has varied very considerably and there still seems to be a great deal of confusion regarding his exact responsibilities. It is interesting to note that the last three successive Evaluation Reports have stressed the need <u>for a redefinition of the role and functions of Gram Sevaks</u>. The Evaluation Report of April, 1956 states that " in many projects a considerable proportion of Gram Sevaks time has been taken up in physical distribution of seed, fertilizer etc. and in arranging for loans for these things. Also as the emphasis of the programme has gradually shifted to construction activities, these have taken an increasing proportion of the Gram Sevak's time. Thus there has existed a gap between what the Gram Sevak was supposed to do and what he actually had to do in the field - a gap which has led to some misunderstanding between the field and the training men; the former finding the training too theoretical and the latter seeing that the Gram Sevak was notdoing the things for which he was trained".

In the evaluation report of 1957 the need for more precise and adequate definition of the role and function of the Gram Sevak has again been emphasized in the following words:

"So long as the projects were spending large sums of money on various types of construction works, these works occupied most of the time of the Gram Sevaks. But with the sharp fall in construction activity in the post intensive phase, this part of the Gram Sevak's work has been greatly reduced.... The more general position appears

to be what has been already stated, viz., that the Gram Sevaks are developing a sense of frustration, do not quite know what to do with their time now that they do not have much construction work to look to, and in any case feel that they would be ineffective because of the considerably smaller volume of funds at their disposal for disbursement to the villages. It is, therefore, imperative that the question of the role of the Gram Sevak should be fully thrashed out, and his task more precisely formulated.

From a study of what has been said about the Gram Sevak by the Planning Commission and the Ministry of Community Development, it appears that his role is conceived essentially as that of a multi-purpose worker. The following appear to be the chief ingredients of his work:

1. He is an extension worker in the production field, educating the villagers in better techniques of agriculture and animal husbandry and promoting irrigational and other productive constructional works.

2. He is an extension worker in other fields as well, such as cooperation, panchayat activity, social institutions, and sanitation. As such, he is supposed to promote human development in his area. In particular, he should encourage local people to assume leadership roles for purposive action, stimulate the community to organise itself for programmes of collective benefit and in general initiate a process of cooperative action for progress in the village community.

3. He should specially help youth, women and other sections needing special assistance, to organise themselves for their own benefit and for contribution to the advance of the community.

4. He should serve as the principal and effective channel of communication between the development authorities of Government and the village. As such he is the spokesman of many Government departments and the communicant of village needs and problems to these many departments.

5. He should function as the sevak or servant of the village and help individual villagers to plan their production, solve their technical difficulties or get competent technical advice on the same, secure them supplies, and generally be a friendly guide.

In actual fact, the Gram Sevak has not been able to perform these functions; and it is not surprising that he should have been unable to go so in view both of the multiplicity and complexity of the functions involved and of the very inadequate training that he has received for coping with these functions...

The fifth evaluation report (1958) has collected data on the functions actually performed by the Gram Sevaks in different fields of development activity. It is interesting to see how the concept of multipurpose extension worker whose concern is to carry new ideas to the villagers and help them adopt these has been actually realised. The following data throws light on this issue -

Agriculture

"In the field of agriculture the GramSevak is associated with agriculture extension functions such as popularisation of improved seeds and manures, field demonstrations etc. He has also to look after arrangements of loans for seed, fertilizers and other supplies and frequently to attend even to their physical distribution. In a correct set up, the Gram Sevak should not have to spend too much time on arranging supplies and credit.

Animal Husbandry

Vaccination of cattle is one of the more important items of work in the field of animal husbandry. The Gram Sevaks also attend to vaccination and inoculation of human beings.

Works

The Gram Sevak is associated with the works programme in nearly all the blocks and is expected to help communities take up such works and to mobilize them for participation.

Other activities

Organisation of small savings drive has been made the responsibility of Gram Sevaks in a number of States. Development of Panchayats and cooperative societies - educating villagers in the need for these democratic institutions and rendering all possible assistance for their effective functioning is one of the most important functions of the Gram Sevak. In some States Gram Sevaks are also associated with technical or purely legal duties such as those involved in supervising a cooperative society, auditing its accounts or maintaining the records of a Panchayat".

The C.O.P.P. Study Team on Community Projects in their report have mentioned that "within his circle the Gram Sevak should perform the following functions -

1. The entire agricultural extension programme including plant protection, agricultural engineering and horticulture.
2. The entire animal husbandry programme including castration, first-aid and inoculation of cattle and improvement of fodder; development of fisheries, development of poultry.
3. First-aid and distribution of standard medicines as part of the public health and medical programme and improvement of environmental sanitation.
4. Assistance to teachers and other workers to plan and execute the social education and primary education programmes.
5. Organisation of Shramdan.
6. Programme of field education for members of cooperative societies; the Gram Sevak should, however, neither hold any office nor be responsible for any office work in any local cooperative organisation.

7. As we propose that all development work should become the responsibility of the village panchayat, there should be an organic link between the village panchayat and the Gram Sevak. We, therefore, propose that he should be the development secretary of the village panchayat, when a single village panchayat covers his circle; otherwise of the council of all the village panchayats in his circle; but he should not in any manner be responsible for any other work of the panchayat including the management of its office.

It will thus be observed that the necessity to redefine the role and function of Gram Sevak still remains. Unless this is done, the training of Gram Sevaks cannot be 'job-related' and there is always a danger of a conflict between the role for which the Gram Sevak is trained at the training institutions and the job which he has actually to perform in the field. It is obvious that the content and organisation of the syllabus used at the training centres will depend on the role of the VLW in the field.

Keeping the primary role of the Gram Sevak as an extension agent in view, we may attempt to list some of his essential requirements. The Gram Sevak or any other extension worker should:

1. possess a better understanding of the rural people, their aspirations, attitudes and reaction, social and cultural set up in which they live. He should thus have a basic understanding of social sciences.
2. have at least the knowledge and understanding of the basic principles and problems connected with rural life and should be able to help village people to solve these through their own effort.
3. have a basic knowledge of all the subjects touching rural life with emphasis on agriculture, the field in which he has to devote 80% of his time.

4. have knowledge and understanding of the various extension techniques and methods to approach people and effectively communicate ideas and skills so that the village people may ultimately adopt them with a view to improving their standard of living.

<u>Suggested modification in the present syllabus</u>

It has now to be examined if the present syllabus is correlated to the needs and requirements of VLWs as mentioned above. A close scrutiny of the syllabus reveals that it needs modification at least in following important respects:

1. The subject of rural economics including farm planning and management, marketing and land tenure system should be added.
2. Fundamentals of rural sociology, psychology etc. should also be included as without an adequate knowledge of the people, their cultural patterns, currents and cross currents of their thinking, their behaviour, the socio religious impact and changes not much could be achieved in handling and understanding the villagepeople and their institutions.
3. re-emphasis on the concept and philosophy of community development programme.
4. Emphasis on extension education techniques and methods as it is well known that the VLW at present is unable to effectively transmit the knowledge of improved practices to the cultivators through various extension methods.
5. Basic concepts and principles underlying the formulation of five year plans.
6. Role of village institutions - Panchayats, Cooperatives and schools in rural development.

It is thus necessary to reconsider the weightage and emphasis to be given to different subjects included in the syllabus. The extension worker needs to see basic natural sciences and technical agricultural subject matter from a functional view point. They should acquire and understanding of the subject matter to an extent that they can apply the knowledge in a very practical way. The training has, therefore, to be made less descriptive and formal and more realistic where emphasis is laid on communication of knowledge with the ultimate objective of improving the standard of living of rural people.

<u>Use of syllabus as a guide to organising instructional programme</u>

For the extension workers purpose, curricula are more valuable whenever learning experiences relate the basic sciences and technical subjects to farm, home and community situations that they will encounter after employment. It is, therefore, necessary that effective use of the syllabus is made in formulating outline for class room and practical instruction. The syllabus should not be followed mechanically but should be so organised as to enable the trainees to grasp the ideas and the contents of the subject matter clearly and thoroughly within the allotted period. Various items in the syllabus should be taken up systematically so as to ensure maximum of integration and continuity in the training programme. The following considerations may be kept in view while formulating the instructional programme on the basis of the syllabus:

1. The three aspects of the instructional programme, viz., class room instruction, practical training at the campus and extension work in the field should be maintained and should follow in a logical sequence.

2. The procedures and methods employed in the training should be so devised so as to result in maximum educational value.

3. The programme of institutional training should be so developed as to take advantage of the seasonal activities in the field.

4. The institutional training should be supplemented with planned visits to the villages for field extension work. In other words an understanding of basic knowledge in a subject matter should be followed by acquisition of skills needed for transmission of the knowledge to the cultivator.

5. Coordinated programme of work of various departments such as agriculture, cooperatives, panchayats should be taken into consideration while formulating the teaching programme so that the trainees could have an understanding of the necessity of implementing a coordinated and integrated programme in the field.

Based upon the above considerations, the monthly break up of the syllabus should be worked out in a staff meeting where the Block staff and if necessary some progressive farmers may also be invited.

Having determined the monthly instructional programme, the instructors should prepare lesson notes on each item of the subject to be covered during a particular month. Teaching involves the selection of proper content, developing a definite order of presentation and the use of appropriate methods. The role which the Gram Sevaks and Gram Sevikas have to play in the community development programme implies that their training should be "job-related". Various items of the syllabus to be covered during a month could conveniently be broken into a series of jobs and analysed carefully. A complete analysis of the job may well include at least three points:

1. Steps involved in doing a job.
2. Standard or accepted practices to be followed.
3. Interpretive science and related information.

Once the job has been analysed, there still remains the important task of planning rather definitely just how the job will be presented to a class or group or an individual. This situation calls for a teaching plan which should involve:

1. An analysis of the situation with regard to a job in the locality and with reference to those whom instruction is to be offered.
2. A statement of teacher objectives - what the teacher is attempting to accomplish.
3. An outline of teaching procedure to be followed which may include -
   (i) Preparation for presenting the job.
   (ii) Presentation of the job.
   (iii) Providing opportunities to the trainees to do the job under supervision.
   (iv) Testing that the Trainees can effectively do the job and in turn present it.

It is only through such a careful organisation of the instructional programme that we may ultimately hope to improve the quality of training at our Training Centres and produce a band of trained effective extension workers.

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THE HOME SCIENCE TRAINING PROGRAMME FOR GRAM SEVIKAS

Dr. (Mrs.) R.P. Devadas

The Community Projects were launched in 1952 with the aim of effecting all round development of rural communities by raising their health, education and standards of living. To achieve this objective, Blocks were created and programmes were developed. The posts of Village Level Workers were instituted along with other block officials to implement the programme. The Village Level Workers were expected to bring about the desired changes in the villages, by living and working with the people and carrying out development activities and serving as the ultimate liaison between the Government and the people. The Agricultural Extension Training Centres were established all over the country to train Gram Sevikas.

In the early days, however, training programmes for women were not included, since many doubts about the advisability of women coming out to work in rural areas existed. Therefore, in the beginning, the Extension Training Centres were training only the Gram Sevaks. But only in 1954 at a Conference of the Principals of Extension Training Centres, it was realised that for all development work, the women in the communities should be convinced and stimulated to cooperate actively in the projects. It was stressed that woman village level workers i.e. Gram Sevikas should also be included in the Block team. Thus a decision was taken to introduce Gram Sevikas in selected Blocks i.e. in the Intensive Development Blocks, which constituted 40% of the total number of blocks. Two Gram Sevikas per Intensive Development Block were to be posted while ten Gram Sevaks are serving in the same area.

In order to train the required number of Gram Sevikas for the intensive development blocks expected to be in operation by the end of the Second Five Year Plan, 27 Home Science Wings were established all over the country in 1955. Except two, all of them, are part of ETCs. Now that distinction between community development and NES blocks has been abolished, it has become necessary to post two Gram Sevikas in all the

5,000 blocks expected to cover the country by the end of Second Five Year Plan. Therefore, a big expansion programme for increasing the training facilities for Gram Sevikas is in progress. Twelve new home science wings are being started this year, 8 more in 1960, and 22 more in 1961. Thus there will be 69 Home Science Wings training Gram Sevikas by 1961, to turn out 10,000 Gram Sevikas by the end of 1963. Thereafter it is hoped that the number of Gram Sevikas per block will be increased gradually, to bring the number to 10.

For the establishment of the Home Science Wings, the Government of India has borne the major part of the expenditure with some assistance from the Ford Foundation and the T.C.M. The State Governments bear half the recurring expenditure in the second year, and two-third of recurring expenditure in the third year after which, they have to maintain the Home Science Wings as permanent features of the respective departments. The T.C.M. also gave some equipment and books, and made available the services of four regional home economists and one Chief Home Economist in the first phase, and two regional home economists for the current period. The Ford Foundation has given the services of one Home Economist. Miss Moline, Ford Foundation Home Economist and Miss Bates one of the T.C.M. Home Economists are with us now.

The Government of India have recently created four posts of Regional Home Economist to assit in the programme. Miss Anna Oommen the first Indian Regional Home Economist to join us is also with the seminar. One of the 27 Home Science Wings is situated at Rajendranagar in your neighbourhood. The details of syllabus for the Gram Sevikas and other information can be obtained from the Chief Instructress of Home Science Wing and a visit to the Home Science Wing at Rajendranagar will be helpful in understanding the programme.

From the name it can be judged that Home Science is the main emphasis in the Gram Sevikas programme. Home Science is understood as the study and application of scientific methods to everyday living. It includes nutrition for the individual

and family, balanced diets, planning the yearly food supply for the family, food preparation and preservation; wise expenditure of family income; home management to save time, money and energy; home improvement and beautification; health, personal and home sanitation; clothing care and clothing construction; child care, mother craft and community service. In addition to the training in home-making practices and skills, the syllabus comprises extension methods, agriculture and co-operation. The contents of the curriculum are realted to the needs of the rural home makers. The laboratory activities for implementing the syllabus are to be evolved according to actual conditions in villages. Daily living in the Home Science Wings itself serves as a practising place for experimenting with the scientific techniques and requirements for increasing the amenities of rural homes. Because of its universal appeal, usefulness to all people, men, women, and children - it should be taught to men also.

Twenty Gram Sevikas per year undergo the training programme in each of the Home Science Wing. The Home Science Wings are organised in such a way as to represent small cottages, where groups of Gram Sevikas live together like village families, and practise improved methods of house-keeping. To each of the Home Science Wings, a Chief Instructor in Home Science and two Assistant Instructors have been given. From this year consequent on the plans for expansion, each Home Science Wing will be training 40 Gram Sevikas per year instead of 20, and therefore an additional Assistant Instructor has been sanctioned. The Instructors of the Home Science Wings have been drawn mostly from the Home Science Colleges and Departments of Education in the different States. They have been given frequent courses and seminars both in subject matter and methods.

The Gram Sevika trainees are recruited from the villages by the State Governments. Qualifications for eligibility are:

(1) Education:	Matriculation down to or equivalent to 8th standard (Relaxable where school facilities are not available)

(2) Age: Between 18-35 years (Upper age limit relaxable under special conditions).

(3) Village Background.

(4) Aptitude for village work.

(5) Good health.

During the training period, the Gram Sevikas are given a monthly stipend of Rs. 50. On enrolment they give a bond to the State Government for 3 years.

The syllabus for the Home Science Wings has been developed and revised with the help of several agencies, Development Commissioners and Chief Instructors of Home Science Wings. It comprises the following aspects:-

(1) Home Science subjects such as diet, nutrition, home management, health, child care, clothing, human relationships, cultural and spiritual values.

(2) Agricultural and allied subjects such as poultry, dairy etc.

(3) Co-operation and Panchayats.

(4) Handicrafts.

(5) Extension methods and village work.

During the one year training programme, at least half the time is spent in the villages to learn in a practical way, the needs of the village homes and methods of working with them. After completion of the training, the Gram Sevikas join the blocks to which they are assigned and start carrying out their work along with the other members of the team. They have to carry out projects for home improvement in all aspects and also help the rural women in their farm work.

So far nearly 1300 Gram Sevikas have been trained and posted in the field. About 600 are under training. Many States have held seminars for Gram Sevikas in which the Gram Sevikas' experiences in the field and the problems encountered by them have been brought out. Their problems are numerous: difficulties in finding accommodation, lack of transport, living alone, absence of guidance, insecurity etc. Another important problem is the rural society which does not honour women coming out and working for livelihood. We often hear of many comments about women working alone. We need to educate our society in accepting as normal, the role of woman workers in the field. It is here, that all the staff of the Extension Training Centres and Block officers can help. They must take the trouble to introduce the Gram Sevikas in the field and help them to win the confidence of the people with whom they are working. They should interpret the training given to the Gram Sevikas and why they are posted in the blocks.

From the small beginnings made in 1954, today the Home Science programme has come to occupy a very important place in Community Development. Home Science is being taught in schools, colleges, universities and in Extension Training Programmes for Mukhya Sevikas and Gram Sevikas. In the years to come it is bound to play a significant role in enhancing the health, education and welfare of our communities.

-:00o00:-

METHODS OF EVALUATING THE WORK OF VLWs IN THE CLASS ROOM, PRACTICALS AND IN THE VILLAGES.

Shyam Narain Singh.

Method and technique of evaluation:

Introduction: Evaluation is something you do everyday. You finish your meal and immediately evaluate it - good - not very good. When you read a book you always have a reaction to it - I like it - I do not like it. You just finish a meeting - very good and bad.

Your conclusions and judgments are no better than the facts which you have. Through your observations, you gathered facts and thereby made judgments. Usually, however, we do not have enough facts and if we do have, we may not follow good rules of evaluation that will enable us to make sound judgment.

There are various degrees of evaluation from the everyday passing of judgments to rigorous scientific research. In some cases we are satisfied by merely expressing an opinion (good or bad). In other we look for precise judgment. Giving an opinion with regard to a meal calls for less accuracy than assessing the efficiency of VLWs' training.

The purpose of this talk is to help you to be more scientific in day-to-day observations. Scientific method is a way of accurate thinking which is not only applicable to science but everyday living. This talk is not to make all of you research workers. It is intended to help each one of you to evaluate your own work very accurately thereby gaining insight that will make your efforts more successful, more satisfying and more rewarding to you.

If we look to the present position of evaluation in the Training Centres, we will probably find that in most cases it is not on scientific lines. Before we go into the details of its working let us define the term 'Evaluation'.

Definition:

The word 'Evaluation' has been derived from a Latin word "Valeo" meaning "to value". The dictionary says evaluation means "to appraise carefully". Therefore, evaluation is a careful appraisal of activities in terms of objectives laid for a given programme.

It is a form of scientific enquiry, the essence of which is a process by which one "looks to see" by using valid and reliable methods.

Evaluation means determining the values of teaching. Instructor will face such questions as follows:

(1) Did you achieve the result you expected to achieve? (If not, to what extent).

(2) Did you use most effective means of obtaining these results? (teaching method)

(3) How can your teaching be improved to accomplish more with the same effort?

Importance of Evaluation:

(1) It helps you to know how far a given activity has progressed and how much further it has to be carried through to accomplish the objective.

(2) It stops us from jumping to the conclusions.

(3) It is to decrease our error in making decisions.

(4) It is to provide a factual basis for drawing conclusions and making sound judgments.

(5) To find out more accurately how successful certain methods or activities have been.

(6) It shows whether the aids of teaching can be or were wisely chosen.

(7) It helps to understand how much of the subject matter taught has been grasped or understood by the trainees which in turn helps the instructors also for self-appraisal.

(8) It is useful as an immediate aid to know whether a trainee has benefitted himself and also as an ultimate aim to know whether a trainee can and will satisfy requisite qualities of a gramsevak or gramsevika on the completion of his or her training.

(9) It provides a basis for making advisible changes in teaching method and procedure.

(10) It makes greater achievement and success possible.

Overall importance:

The training is designed to bring about predetermined changes in the behaviour pattern of the trainee. Therefore, the evaluation of the trainee is the process of discovering the degree to which the changes in the trainees are actually being realised. Without any evaluation of the progress and accomplishment made, an Instructor can-not determine how well the teaching programme has succeeded or what needs to accomplish in the future. If the objectives are satisfactorily reached, new objectives can be included in the teaching plan.

Steps in evaluation:

The first step in evaluation is the specific objective.

Evaluation of your teaching can be done only in reference to the objective of the teaching. Therefore objective of the teaching has to be made clear and observable.

Meaning of the objective:

Objective can be defined as the point or purpose towards which anything is directed. Changes in the behaviour of the trainees are the educational objective towards which the extension teacher is directing his efforts. If your efforts are effective, the person (trainee) who participates in the extension teaching programme behaves differently from

consideration while fixing criteria:-

(1) Objective
(2) Situation
(3) Changes.

The third step in evaluation process is developing <u>method and technique</u> for measuring what is to be measured. Different kind of devices have been designed to measure behaviour. Put in another way what a person knows, feels or does.

The questionnaire or devices used to evaluate a programme shall be worked out especially for that particular programme. We cannot usually expect to find out one ready-made because of differences in objective or in the method of approach. Technique thus effective for one programme may be unsatisfactory for another. However, before constructing a device it is helpful to examine some of those which have previously been used.

In the selection of the kind of devices to be used two things must be kept in mind.

(1) The specific objective
(2) The criteria fixed to measure the objective.

There are numerous devices to be used but for all purposes I am using only a few of them.

(a) <u>Knowledge test</u>: It is important to know whether a person or trainee knows what has been taught. Question like what is the best way of preparing the field for planting paddy by the Japanese method.

There are various techniques of knowledge testing:-

(1) Periodic test or examination objective type on the subject matter taught.
(2) Summarise at the end of the each class, and reviewing all comments made by trainees.

(b) Understanding test - presenting the trainees with a new situation.

Whether he can apply the basic principles taught to him. The situation must be natural and not so new but he can see the similarity to former situations. There are various degree of understanding. Trying to measure at too high a level or too ideal a level will be disappointing.

It is important to know whether a trainee understands or can apply certain acquired knowledge of the principle.

Techniques suggested:

Rating or analysing or case studies and problem in the field. Rating on semimar and discussion on current problems and specific topics laid by VLW trainees.

(c) Skill or performance Rating:

These are used to determine a skill being performed or the product resulting. Following is an example of skill rating:

The term on the scale will have to be defined so that people who are involved in making use of this scale should have a common understanding.

1) Practically no skill - does not know how.
2) Little skill - needs much help and practice.
3) Fair skill - but still needs some help and practice.
4) Good skill - needs very little help or practice.
5) Excellent skill - does not need any help or practice.

Beginning	1	2	3	4
End	-	-	3	-
Satisfactory	Fair	Good	Very good	Excellent

Attitude Testing:

The trainees sometimes indicate a disposition for or against something.

a) Observation method
b) is done with the use of multiple choice questions.

Question:

1. How do you feel about the Extension training centres.

    a) There are many serious weaknesses in the Centre.
    b) The Extension Training Centre has some weaknesses, but none are too serious.
    c) The Extension Training Centre has about as many good points as bad ones.
    d) The Extension Training Centre is a very worthwhile.
    e) The Extension Training Centre is one of the finest institute in country.

2. How much help do you get from your teaching which you get at the Centre?

    a) It is not helpful at all.
    b) Hardly ever has it proved to be of help
    c) If something helpful.
    d) It is usually quite helpful.
    e) Always gives all the help I could possibly want in my work.

The fourth step in evaluation process is interpretation and analysis of data. Collected data with regard to evidence of the achievement of the objective will be analysed and interpreted in order to get the relative merit and deficiency in the VLW trainees. Deficiencies will help the instructor in improving the training and merits will give him a sense of satisfaction to instruct.

Criteria for effective evaluation:

(1) Clear definition of objective - clearly defined teaching objective is necessary as it is at this level the evaluation is done.

(2) Validity - your devices or instruments used to measure achievement must be valid, capable of measuring what is to be measured.

(3) Objectivity - free from bias, prejudice influence of external pressure.

(4) Reliability - so that different evaluators using same techniques with equal competence will arrive at the same results.

(5) Practicability - should be such that can be done within the limitation of the situation - sometimes problems necessary at the expense of accuracy.

Evaluation is a continuous process. If you all are interested in improving the quality of your teaching you have to evaluate your work systematically.

-:00o00:-

WORK GROUP I

MAKING PRACTICALS EDUCATIONAL BOTH ON AND OFF THE CAMPUS.

<u>Introduction</u>

There is a Chinese proverb which reads as:-

If I hear, I doubt,
If I see, I believe,
If I do, I know.

In the process of learning, it is necessary to know the subject which is called theoretical knowledge. There are certain subjects in which theoretical knowledge is enough as that knowledge is not generally utilised in the day-to-day practical life, e.g. the study of history, literature and the like. But there are tachnical and scientific subjects in which case the theoretical knowledge alone will not do, and if any use is to be made of them in actual life, it is necessary that good skills should be developed to apply the theoretical knowledge into practice. The mind should guide the hands successfully which can best be done by practising. Here, theoretical knowledge plays only a guiding role. This can be illustrated by the common saying:-

"An ounce of practical knowledge
is worth more than a pound of theory.."

In extension training programme, more emphasis should be laid on the practical aspect of training. Since practicals present better training situations, they enable the trainees to acquire the necessary knowledge and skills in simple improved practices and demonstrate scientific truths. Practicals are no innovations. From ages, the acquired knowledge has been channelised and applied into practice for improving the skills for productive purposes. And no knowledge is perfect unless it is brought into action. Practicals make learning easier, faster, more effective, instructional and help to remember longer.

The matter is all the more important today in the context of the various and varying problems that face the country. The Gramsevak is the key man in the Community Development Programme. He is entrusted with the job of carrying the scientific knowledge to the villagers and that knowledge can be communicated effectively only if he has the skill to do it. Without

necessary practicals, applied to the theoretical knowledge, he cannot be expected to do his job effeciently. Hence, considerable thought should be given on educational practicals in the training programme.

<u>Definition</u>

The word practical can be defined in several ways because it is a very broad term.

1. As theory is to know-how, practical is to do-how.

2. Learning by doing to acquire knowledge, skill and attitude.

3. Situation in which the learner applies theory into practice.

A more comprehensive definition is:-

4. It is a learning situation designed to enable a trainee to acquire knowledge, skill and attitude by seeing, hearing and <u>doing</u>, the last being the most important aspect.

<u>Objectives</u>

The objectives can be discussed under these categories:-

1. Overall objective.

2. General objective.

3. Specific objective.

1. The object of the entire Community Development Programme is <u>to raise the standard of living of the people</u> and the same is also the overall objective of the practicals in a training programme because through the help of trained extension workers, the attempts are underway to achieve the <u>overall objective.</u>

2. The village level worker is a common agent at the village level and it is through him that all the development departments are trying to put across the improved practices to villagers. Before we expect him to do his job well, he must be equipped with necessary knowledge, skill and attitudes which is the <u>general objective</u> of the practicals.

3. No single practical can achieve the aforesaid overall and general objectives. To be educational, each practical must aim at one or more <u>specific objectives</u> which ultimately culminate into fulfilling the broader objects.

The specific objectives of the practicals are as follows:-

1. To equip the learner with knowledge of simple improved practices.
2. To equip him with principles and methods of programme development.
3. To develop necessary skills and ability to locate and work with village leaders.
4. To provide knowledge of extension methods and techniques for village improvement.
5. To expose the Gramsevaks to a variety of situations to enable him to solve actual problems in the village.
6. To give the learner a sense of satisfaction, pride and initiative.
7. To develop in the gramsevak, love and regard for the village people.
8. To develop dignity of labour.
9. To train him in the habit of democratic ways of thinking and acting.
10. To develop the habit of doing things systematically.
11. To develop the habit of group thinking and group action.
12. To develop the capacity to plan and carry out simple surveys and farm experiments to collect data and analyse and interpret them.
13. To develop initiative, originality and zeal for doing any job assigned to the learner in a way that is better than that was known to him before.
14. To develop the physical and mental abilities of the learner.

In order to ensure that these specific objectives are properly understood and accepted by the learner, the following steps are necessary:-

A. The objective and its importance should be clearly explained and in order to determine if they have been understood and accepted significant questions could be put to them.

B. While actually conducting these practicals, such significant questions should be able to determine whether the objectives are still clear in the mind of the learner or not.

Selection of Practicals

In view of the above objectives, it is very essential that practicals should be such as to equip him with knowledge, skill and attitude for the job which he is expected to do. Any haphazard way of selecting and assigning a practical does not serve the purpose. So it is imperative to follow certain important principles that guide the teacher in the selection of the practicals. Selection of the proper practicals in the village situations, for training the gramsevaks is all the more important because it is the villager who is of utmost importance in the whole. Community Development programme. Every practical that relates to the villager should have a clear impact of knowledge and skill on the learner receiving the instructions.

The practicals can be classified into three broad categories:-

a. Laboratory practicals.
b. Farm practicals.
c. Village or off the campus practicals.

The practicals could be actually educational only if they are properly planned and organised. They should be conducted at the proper place, proper time and in proper manner. To be effective, the practicals should serve the following aims:-

1. Help us to evaluate the results.

2. Have direct relation to the felt needs.

3. Deal with the local problems.

4. Are not very complicated.

5. Are handled and supervised properly.

6. Actively involve the participants.

Planning and Organisation

Practicals are integral and important part of the syllabus. Hence, it calls for very careful planning. While planning the practicals, the most important factors to be kept in view are the duration of the course, proper adjustment between theory and practicals and the resources available. In order to have an efficient planning and organisation of the practicals, the head of the institution should call a meeting of the teaching staff, B.D.O. and village leaders at the commencement of the year and discuss with them about the proper planning of the practicals for the entire course. The practicals must be planned for the whole course and then further split on yearly, seasonal, monthly, weekly and daily basis and then prepare plan for each practical exercise according to schedules as may be convenient. Our plans should not be very rigid. They should rather be flexible to some extent so as to accommodate unforeseen changes under certain circumstances.

1. While planning for the practicals, emphasis must be given to make the trainees understand the objectives of the practicals very clear.

2. Further, they should be planned in relation to the problems that a trainee faces in the village and jobs to be undertaken in the village.

3. Provision should be made for the participation of all the trainees and each practical should be planned in a systematic manner, involving proper arrangements, scope for observation, discussion, supervision and evaluation.

4. Other important items are a good teacher, a good learner, good teaching and good learning situations and all the material and equipment needed for the practicals, which should be in working order.

5. Dignity of labour should be impressed upon the learner.

6. The practicals should also be very comprehensive.

7. Timing of practicals should be in relation to local seasons and theory subject taught in the class rooms.

8. Appropriate rest should be given after the practical classes. A very important point, which should always be kept in mind, in fixing the hours of practicals is that they should not be conducted when the trainees are with empty stomach or just after having meals. Practicals should be fixed in the cooler part of the day during summer as no efficient work can be done in the scorching heat of the sun. The practical should not serve as labour-assignments.

9. A hard labour, as a sort of punishment, should not be a part of the practical.

10. Periodical excursions and study tours should be arranged in slack seasons and field trips arranged according to the seasonal activities.

11. Library hours should be adjusted in such a way that they should not fall after practicals as the trainees would be exhausted and would not have the full advantage of the library.

Conducting the Practicals

Unlike the traditional methods of conducting the practicals, it is necessary to follow the various steps involved in a practical in a logical and psychological sequence. If it is not done, the practical will have little educational value. Since the Instructor plays a very vital role in conducting a practical, it is imperative to consider some of the qualities that he should possess and manner in which he should conduct himself in a practical class.

Qualities of an Instructor

1. He should have a thorough knowledge of the subject matter.

2. He must be fully aware of the objectives of the practicals.

3. He must have necessary skill to do the practical himself.

4. He must have a democratic way of conducting the practicals.

5. He should have a guiding and helping attitude.

6. He should have no favourites.

7. He should be tidy and active.

8. He should have a pleasant way of presentation.

9. He should be resourceful.

10. He should be able to assess the requirements of the practicals.

<u>The way the Instructor should conduct himself in the practicals</u>

1. He should explain the importance of the practicals.

2. He should draw the attention and desire of the learner towards the objectives of the practicals and their utility.

3. He should check and arrange the equipment in proper order.

4. He should proceed step by step in demonstrating and conducting the practicals.

5. At every step the Instructor should ensure that the learners have fully grasped the subject and have developed the necessary skill to do it.

6. The Instructor should be able to evolve the trainees in the practicals.

7. He should make judicious use of teaching aids.

8. He should caution the learner about the <u>Dos</u> and <u>Donts</u> in every practicals.

9. At the end of the practical, the instructor should evaluate the trainees by question and answer methods and also through the opportunities to the learners to conduct the practicals.

φ0. After the practical is over, the equipment should be cleaned and placed in their proper places.

11. Systematic record of the practicals should be maintained.

Specific steps to be followed while conducting a practical

1. State the objectives.

2. Arrange the equipment.

3. Give demonstrations.

4. Allow the learners to observe the demonstrations.

5. Discuss the steps with the learners.

6. Allow the learner to do the practicals and practise them.

7. Supervise the practicals with a helping and guiding attitude.

8. Proper record of the practicals should be maintained.

9. Evaluate the practicals. This involves self-evaluation and also whether the learner has learnt as intended.

10. Some assignments should be given to the learner to make him more conversant with the job.

11. Periodical tests.

12. Follow-up.

Methods and Techniques the Instructor should use to evaluate the Educational Results of the Practicals

The preparation of the Instructor, the importance of the objectives and their acceptance by the learner, the presentation, and the doing of it by the learner will not do the entire job, if the practicals have not been evaluated. Evaluation determines the value of teaching. It shows whether the expected result has been achieved and also whether the teaching has proved to accomplish more with the same effort. The evaluation shows, further, whether the learner has

acquired the necessary skill, attitude and confidence in him to enable him to transmit the skill to <u>his learners</u> in the same degree. An effective method for evaluation, therefore, has to be evolved.

The following methods could be conveniently used in the evaluation process:

1. Oral test - by asking appropriate questions.

2. Written test - preferably in the form of quiz.

3. Assignment and watch-over the actual doing.

4. Periodical test.

5. Follow-up visits to see the learners' performance in the field.

6. Checking of the records.

<u>Proper Supervision</u>

A proper supervision of the trainees is essential when conducting a practical class. Supervision does not mean to create an atmosphere of fear amongst the trainees, neither the trainees should feel that the Instructor wants to take work from them by force. The supervision should be a means to correct the mistakes which a trainee does and which is likely to be committed. The correction should be done in a friendly manner on the spot, explaining the mistakes of the trainees in an indirect way. Thus, the trainees will know the actual method of doing the work which will leave a permanent memory.

To make the supervision effective, only the concerned instructor (subject matter specialist) must be there. To hold the interest of all the trainees the instructor can also associate himself with the trainees, particularly with the less attentive ones. Further, the instructor can arrange healthy competitions among the learners to provide them with further incentive in the assigned jobs.

The Instructor should discuss the important points of the practicals with each trainee personally while supervising the practical work. He should encourage the trainees who are found doing the practicals systematically and correctly with some good words like - 'very good!', or 'Shabash!', etc. The Instructor should also ask the trainees to see the good work done by the other trainees so that they feel encouraged and an atmosphere of healthy competition is created among them for efficient work. Records of the work done by the trainees should be maintained.

Conclusion

What has been said above clearly indicates the paramount importance that should be attached to the practicals. The knowledge of theory and its application in practice, development of the Gramsevak and the Gramsevika by improving their knowledge and skill is a very right process in the context of the Community Development programme. But there is one point which is generally lost sight of - and that is the Development of attitude. It is not possible to develop the attitude of the Gramsevak or the Gramsevika in the desired measure unless they adopt the possible improved methods of living, sanitary habits, healthy group thinking and action in their daily life. During the period of their stay at the training centres they should be provided with maximum opportunities to lead a group life, manage their own affairs by having their own panchayats, cooperatives, health, cultural and sports committees, etc. Besides, they should be guided to live and behave in the way in which they want the villagers to behave and live so that they may inculcate these habits in them. They should be guided in developing an attitude which they are expected to develop in the villages..

It is very essential at the same time that the instructors too lead an exemplary life in these respects, adopt practices and behaviours that he wants his trainees to emulate, because, after all, the gramsevak or the gramsevika are his own reflection.

Unless this is done, most of what is taught in theory and practical will be of little value.

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WORK GROUP - II

PRINCIPLES OF LEARNING AND TEACHING

The Community Development programme is an educational programme. We, in the extension training centres, are engaged in teaching village level workers, who in their turn, will be engaged in the noble task of educating the villagers. Therefore, it is necessary for us to have a clear understanding of: (1) Education (2) Teaching and (3) Learning. If we have a clear conception of these three terms, then our assignment will be effective and easy.

I. Definitions

1. Education

(a) Education is the production of desired changes in human behaviour - changes in knowledge, skills and attitudes.

(b) Education has been defined as "the aggregate of all theprocesses by means of which a person develops abilities, attitudes and other forms of behaviour of positive value in the society in which he lives". -- Robert W. Richey.

2. Teaching

(a) Teaching is directing the learning process - the process by which one, through his own activity becomes changed in his behaviour -- Carsie Hammonds.

(b) Teaching is a process of arranging situations that stimulate and guide activities towards goals that specify desired changes in the behaviour of people.

(c) Teaching is providing situations in which the things to be learned are called to the attention of the learner, their interest developed, desire aroused and action promoted.

3. <u>Learning</u>

(a) Learning is the process by which one, through his own activity, becomes changed in behaviour.
(b) Learning is the process by which an activity originates or is changed through training procedures. -- Ernest R. hilgard.

II. Ways of learning

Learning is modification of behaviour through experiences. There are three methods by which learning takes place viz.,

1. Students' dominated method: In this method, the initiative and the application rests with the learner himself.

(a) Trial and error: One learns by trying a new thing and tries again till he learns - learning by committing mistakes and then learning the correct thing e.g. horse riding.
(b) Retention: Retaining to whathas been grasped earlier for future guidance e.g. preparation of orange squash.
(c) Recall: Revival of experiences happened in past.
(d) Recognition: Perceiving something as having been experienced before or as being familiar with it e.g. identification of equipment in the practical examination.
(e) Forgetting: Forgetting is a means of learning, we learn because we forget. Loss may be temporary or permanent of an earlier acquisition. After 8 hours, 45% is retained and after 3 days only 30% is retained. Retention varies from 10%-50% by way of reading, hearing, seeing or combination of seeing andhearing.
(f) Transfer: Knowledge of one skill being used for learning and other skill e.g. a man knowing cycling can easily transfer his knowledge in driving a motor cycle.
(g) Drill and practice: Repeating an activity a number of times and thereby acquire skill.

2. <u>Teachers' dominated method</u>: In this method, the initiative is from the side of teacher.

(a) Lecture
(b) Demonstrations
(c) Counselling and case work - Individual method in which the student resides at his teacher's home.

3. <u>Cooperative method</u>

(a) Apprenticeship
(b) Discussions
(c) Association - the experiences that occur together have a tendency to re-occur together.

III. <u>Basic characteristics of learning</u>

1. <u>Learning is growth like, slow and continuous process.</u>

<u>Implications</u>

(a) Learning must start at the level of the learner.
(b) New ideas must be related to old ones. While teaching Japanese method of paddy cultivation, it should be related to the indigenous method of paddy cultivation.
(c) Pace must be adjusted to learner's capacity.
(d) Idea must be brought to the learner repeatedly: Handling of a mouldboard plough may be shown to a farmer again and again so that he may acquire it.

2. <u>Learning is purposeful</u>.

<u>Implications</u>

(a) Learning must make sense to the learner.
(b) Progress must be appraised from time to time.
(c) Objectives must be clear to the learner and the teacher e.g. In case of advocating top dressing by a Nitrogenous fertilizer, the concerned cultivator must be convinced that by top dressing, his crop will grow well and ultimately yield more.

(d) Purpose must always be kept in focus e.g. while teaching green manuring, the purpose of its popularization among the farmers must be kept in view.

3. Learning is an active process on the part of the learner.

Implications

It is what the learner does that he learns e.g.

(i) skills - student must practice them
(ii) facts - he must relate them
(iii) attitudes - he must change them
(iv) appreciation - he must develop it

4. Learning involves appropriate activities that engage maximum number of senses.

Implications

(a) Activities should be appropriate to the learning situation.
(b) Involve as many senses as possible by using visuals e.g. for popularizing smokeless chula, we should first construct a chula and then demonstrate its working.

5. Learning must be challenging and satisfying.

Implications

(a) Give appropriate and timely recognition to the learner's achievement.
(b) Learning should be within the capacity of the learner.
(c) Create challenging situations which challenge learner's abilities.

6. Learning must result in functional understanding.

Implications

(a) Relate theory to practice.
(b) Create activity that stimulates actual situation.

7. <u>Learning requires several exposures before change is noticed</u>

<u>Implications</u>

(a) Expose the learner several times in different ways (e.g.) While advocating Japanese method of paddy cultivation, we may expose the trainees to a Radio talk, posters, booklets, result and method demonstrations.
(b) Use audio visuals to expose the learner through different senses.
(c) Create situations where learning is to be recalled.

IV. <u>Guide posts of teaching</u>

1. <u>Teaching is an intentional process</u> - It is not hit and miss undertaking. It should be logical and well planned. Proper skill and procedures should be adopted with the necessary material i.e. well planned audio visuals and teaching procedures.

2. <u>Teaching should bring educational changes</u> - Teaching should develop the thinking power, increase the knowledge and improve the skill of the learner. It should change attitudes of the learner for a permanent effect in his behaviour.

3. <u>Teaching requires effective communication</u> - The people get ideas through words. The difficult words generally fail to communicate the ideas properly. The words, therefore, should be simple, so that the learner understands.

4. <u>Teaching should have content and method</u> - The teacher should know what to teach and how to teach. There should be good understanding of these items.

5. <u>Teaching should involve the major senses</u> - The teaching should be conducted step by step so that it promotes -

(i) attention
(ii) interest
(iii) desire
(iv) conviction
(v) action

Ultimately, it should bring about satisfaction.

6. <u>Teaching requires good learning situations</u> - Learning situation is a condition in which all the elements necessary for promoting learning are present. The elements of a good learning situation are -

(i) Instructor
(ii) Learner
(iii) Subjectmatter
(iv) Teaching material and equipment
(v) Physical facilities

7. <u>Teaching requires learning experience</u> - Learning experience is a mental and/or physical action, one makes through seeing, hearing and doing the things to be learnt through which one aims meaning and understanding of the material to be learnt.

Teaching requires that learner has effective learning experience. The learner should give undivided attention to the teacher. He should see his own needs and requirements. Learner has to play an active part in learning.

Conclusion

Teaching and learning are in fact two components of the same process by which the learner is educated. It is a continuous process in which learning is promoted by teaching the learner participating actively and changing his behaviour and the teaching is directed to cause learning or to arrange learning situations that stimulate and guide learning activity and help the learner improve his knowledge, skills and attitudes. Both teaching and learning are so interdependent that a line of demarcation cannot be drawn in between them.

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WORK GROUP III

EFFECTIVE TECHNIQUE OF CONDUCTING A CLASS

Introduction

The class room teaching can be made effective by creating an ideal teaching and learning situation. Teacher must have requisite skill and technique to conduct the class and trainees must also have a desire to learn. Thus to make a class room teaching effective, we have to develop a procedure, technique and proper method which may help in increasing proficiency of teaching skill and also to ensure a good learning situation which may result in improving the knowledge, skill and attitude of the trainees.

With this objective in view, the following necessary steps are suggested to make class room teaching more effective.

A. Preparation

1. The teacher should make thorough study of the subject from reference books and other literature and try to collect detailed and up-to-date information about it. The teacher should take help from the following sources for this up-to-date knowledge and information.

(a) Books available in the library.

(b) Reports from research stations.

(c) Magazines and newspaper cutting of different subjects.

(d) Literature produced by concerned departments and different institutions like IARI, ICAR, P.R.A.I., USIS and E.T.I. Bangalore, etc.

(e) Case histories in relation to a particular subject.

(f) Experiences of successful persons.

2. The teacher or instructor should also ensure that reference material thus collected by him is adequate, authentic and detailed enough so as to meet the requirement of all pertinent questions relating to that subject. He may adopt the following guiding principles for it:

(a) Consulting available books from Centre library or arranging to borrow from others.

(b) Consulting subject matter specialists for such books and also for latest and authentic information.

(c) Consulting catalogue of some other important publisher or library to get these books.

(d) Arrangement for books & reference material should be made before term begins.

3. The teacher should make preparation for giving an effective talk on the following lines:

(a) Collecting necessary information and data for the subject from reference books and other literature.

(b) Preparing a lesson plan for the topic, mentioning the objectives clearly.

(c) Collecting equipments and material required for it.

(d) Preparing suitable visual aids required.

(e) Rehearsing to conduct the class.

(f) Sufficient handling of equipment and visual aids to attain proficiency.

(g) Arranging all teaching aids before taking up the class.

(h) Preparing an interesting introduction for starting the topic.

B - Use of Visual Aids

Role: Teacher should make sufficient use of visual aids for conducting the class as they play a very important role in presentation of the talk as narrated below:

1. These visuals make teaching effective and instructional.

2. They make learning easier and faster.

3. They create lasting impression.

There are various types of visual aids which may be used according to different subjects and situation.

Choice of these visuals will be based on the following factors:

1. Jobs.
2. Subject matter.
3. Audience, size, age, knowledge and intelligence.
4. Situation - place and time.
5. Availability and familiarity with visuals.
6. Simplicity, attractiveness, easy to handle and understand and also within means.

How to make effective use - To make an effective and timely use of visuals, the following points should be observed:-

1. Appropriate visuals prepared or selected well in advance.

2. List of visuals being presented to be prepared.

3. Visuals should be kept in attractive condition.

4. Use of these visuals should be rehearsed with the talk before hand.

5. They should be arranged in class room in proper order.

C - Physical arrangements of the class room

Physical arrangements of class-room play a great role in creating a congenial learning situation. The following physical arrangements should be looked after:

1. Class room should be neat and clean.
2. There should be sufficient light from all sides.
3. Room should be well-ventilated.
4. Classroom should not be affected by noise.
5. Temperature of room should be kept moderate.
6. Protection from dust or strong gust of wind should be arranged.
7. There should be sufficient space for accommodating the class.
8. Seating arrangement should be such that each trainee can be seen, heard and approached.
9. Furniture must be comfortable so that each trainee may be able to conveniently sit and write.
10. There should be raised platform for instructor so that he could easily be seen and heard by all the trainees.
11. Black board should be fixed at a place from where each trainee may see every part of it.
12. There should be sufficient space for display of visuals.

13. There should be arrangement for drinking water and also a lavatory nearby the classroom.

D - Presentation:

Factors: The instructor, while presenting the topic, must bear following things in mind to make his talk effective:

1. Place - (a) Is the audience comfortable?

   (b) Is the seating arrangement in accordance with the talk?

2. Class - (a) Size of class

   (b) Level of understanding of the class.

   (c) Age, sex and background of the trainees.

3. Teaching aids - (a) Are all aids available?

   (b) Is the place and time convenient for using aids?

4. Time available for the talk.

Steps: The following steps may be followed by the instructor while presenting the talk:

1. Greet the class.

2. Make a reference to the previous talk.

3. Tell what you are going to tell - emphasizing its objective and related jobs.

4. Tell what you want to tell- Subject matter.

5. Tell what you have told.

6. Make use of the aids suitably.

7. Involve the trainees in democratic manner.

8. Talk in simple and direct language.

9. Supplement your talk with suitable gestures.

10. Give the talk in a logical sequence.

11. Highlight the key points in the following ways:

   (a) by writing them on black-board,

   (b) by using a coloured chalk,

   (c) underlining the key points,

   (d) speaking on key points emphatically,

   (e) repeating key points,

   (f) using visual aids,

   (g) putting questions to the learners on key points of the subject.

12. Check assimilation - through questions and answers.

13. Summarise (a) only key points;
   (b) carry over for the next talk if necessary.

14. Remedial instructions:

   (a) pay special attention to slow learners.

   (b) Let the quick learners help slow learners to come up.

E - Questions and Answers in classroom instruction

Values - To assess how far the trainees have learned what has been taught, the technique of question and answers may be applied.

This technique has got the following values:

1. It helps to ascertain what the trainees have followed.

2. To revise the lesson.

3. To repeat the key points.

4. To find out how far it has been assimilated by the trainees.

5. To encourage power of thinking.

6. To create healthy competition.

7. To help the slow learners to improve.

8. To arouse interest in the day dreamers.

9. To correct chronic objectors and fault-finders.

10. To help the teacher keep close touch with the class.

Technique - This technique may be made best use in the following manner:

1. Inviting questions from trainees.

2. Giving multiple choice questions.

3. Quiz method.

4. Filling up the blanks.

5. Questioning to elicit key points.

6. Questions in clear and simple terms.

7. Questions to be well-distributed amongst trainees.

8. Plan the questions in advance.

Type of questions - The most appropriate questions may be selected as here under:-

1. Those which Highlight the key points.

2. Impress the objectives.

3. Arc job-related.

4. Help both trainer and trainees.

Conclusion:

If the instructors follow the above procedure of conducting the class and adopt necessary technique enumerated above, it is definitely going to improve classroom teaching. It would not only benefit the trainee in better understanding of subject, developing desired skill and change in attitude; but it would also encourage the trainers for further improving their teaching methods.

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Pant, H.N.	.. Member
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WORK GROUP IV

HOW TO CONDUCT RESULT & METHOD DEMONSTRATIONS EFFECTIVELY.

INTRODUCTION:-

Demonstrations have been found, by experience to be the most effective aids in educating the masses. Demonstration means teaching a subject by presenting it in its live setting. In extension education it means showing some one how to do a new job or how to do an old job better.

Types of Demonstrations:-

There are two types of demonstrations in extension education. We show a person either how to improve an old skill or how to achieve master in a new skill. We call this the Method Demonstration. It fulfils the desire of the people to learn the skill. Following demonstrations are the examples of this type:-

Making soap.
Preparing mango pickles.
Using a new implement.

We also show the best system of farm practice so that farming becomes more profitable and thus help to improve the village conditions. We show the scientific practices established at the Research Stations under local conditions by comparing with local existing practices. We call this type of demonstration "The Result Demonstration". Following are the examples of the result demonstration:-

- Using improved seeds.
- Using fertilizers.
- Adopting Poona method of Jowar cultivation.

It can be seen that the result demonstration is not an experiment but demonstration of facts arrived at the Research Stations. It is designed to convince the people by comparison.

THE METHOD DEMONSTRATION:-

As stated above the method demonstration is intended to show either a new skill or an improvement over an old skill.

In conducting the method demonstration following points must be borne in mind:-

1. Decide the topic.

The topic for demonstration selected should be helpful to the people.

2. Decide the specific objectives.

The objectives selected should be clear, concise and specific. They should emphasize the direct value of learning the method.

3. Collect all the information necessary.

It is necessary to collect all the detailed information related to the method to be demonstrated.

4. Collect all the necessary equipment.

It is important to collect all the necessary equipment from the local organisation, approved agencies and government departments. The equipment selected should be suitable and available under the local conditions and also be in good working order.

5. Discuss with village people.

Discussion will help the village people to give better participation in the demonstration.

6. Decide when to hold the demonstration.

For holding the method demonstration, it is necessary to see that the date and time is convenient for the people. Also they can easily practise it in the near future.

7. <u>Decide where to hold the demonstration.</u>

Method demonstration can be held anywhere. However it should be seen that it is held under the best possible and suitable conditions.

8. <u>Decide who will attend the demonstration.</u>

It is necessary to have a limited attendance so that every participant is able to watch, hear and practise the method demonstrated. Get the people who are likely to benefit from the demonstration.

9. <u>Decide the Demonstrator.</u>

It is necessary to have the demonstrator who has more knowledge, experience and skill.

10. <u>Inform the people the exact date, time and the place of demonstration.</u>

It is essential to inform all the concerned people well in advance so that they can attend the demonstration in time.

11. <u>Preparation of the demonstration procedure.</u>

It is important to write down the entire demonstration procedure on paper in detail. In writing down the demonstration procedure, it is necessary to carefully correlate the telling and doing activities, step by step. It is much better to write down the important points of procedure under following headings:-

(a) Subject
(b) Objectives.
(c) Place, Date & Time.
(d) Equipments required.
(e) Introduction.
(f) Stages. I, II, III etc. correlated with explanation/and activity.
(g) Summary.
(h) Evaluation and follow up.

12. Presentation of the demonstration.

The actual method demonstration is most important and hence it should be rehearsed earlier.

In staging the demonstration following important steps are involved:-

(a) Checking the demonstration site, seating arrangements, physical conveniences, light, placement of equipment etc.

(b) Greeting the people and gaining their attention.

(c) Staging the demonstration step by step, slowly, explaining each step in clear and simple words.

(d) Allowing the people to practise the method and assisting them in learning the methods.

(e) Discussing the method with the participants to remove doubts and provide additional information if necessary.

(f) Summarizing the high lights of the methods with the aid of the visual aids.

(g) Closing the demonstration by thanking the people.

(h) Following up the demonstration by finding out how many people have adopted the method. Repeat the demonstration if necessary.

THE RESULT DEMONSTRATION:-

As stated earlier the result demonstrations convince the people by actually seeing the difference or comparing the practices. The result demonstration is best way of changing the attitudes, and hence it must be carefully planned and organised.

The result demonstrations are best to convince adamant, obstinate and illiterate type of cultivators. The result demonstrations are best to show the changes in practices and processes.

As the result demonstrations lay more emphasis on comparison, it is essential to see that both the practices are placed side by side in close proximity.

In organising the result demonstration, it is always useful to find a person from the village who is willing to conduct the demonstration and also willing to bring the materials and carry out the procedure correctly as laid down. He should also be a village leader so that his example can be followed later on by others.

In conducting the result demonstrations, the basic steps involved are more or less same as per method demonstration. The steps involved are:-

1. Deciding the subject.

   The subject should be the felt and recognised need of the people.

2. Deciding the specific objectives.

   The specific objectives decided should conform to the following:-

   (a) Is the practice really useful?
   (b) Can the people afford to adopt it?
   (c) Are the materials and equipment available in plenty so that the majority of the people can adopt it for a longer time.

3. Collect all the necessary information and equipments needed at various stages of the result demonstration.

4. Discuss with village leaders, interested people and the technical field personnel.

   This will enable to lay out the result demonstration on firm base taking local conditions under consideration.

5. Decide who will demonstrate?

   Having decided on the willing enthusiastic demonstrator, it is necessary to give him all the required information and guidance to help in conducting the demonstration.

6. <u>Decide where to hold the demonstrations.</u>

   The field or site selected should be centrally located, approachable by many people, good representative of local conditions and situations. The plot should be preferably on the main road so that more people will get interested in the demonstration.

7. <u>Decide the staff and records.</u>

   The result demonstration req ires close supervisions over longer periods and also needs, detailed, accurate records to be maintained. It will need supervision and help, not only of the village worker, but also the subject matter specialist from time to time.

8. <u>Decide the final day or demonstration day.</u>

   In result demonstration it is necessary that the people assemble actually on the day when the final results are obtained by way of yields etc. This day and time should be told to everybody sufficiently in advance so that all the people can assemble in time.

9. <u>Decide who will attend to the demonstration.</u>

   It is necessary to get all the people who are concerned with practice. Some may be convinced immediately. Others may take little more time. But all must come.

10. <u>Preparation for the demonstration.</u>

    Likewise method demonstration this demonstration also needs a carefully prepared and written down a plan. This is necessary so that no step is forgotton or applied wrongly or at a wrong time. It also enables to plan the supervision and attendance.

11. <u>Actual presentation.</u>

    Comes on the last day. Emphasize the comparison by actual exhibits and visual aids. Explain the steps involved in the demonstrated practice.

12. Follow-up & evaluation.

It is necessary to plan the evaluation and follow up procedures in detail.

LIMITATIONS:-

The demonstration technique requires lot of preparation before actual putting up of the demonstration. Only one thing at a time can be demonstrated. However, it is the suitable method to reach a large group of people and they see, hear and do.

The result demonstration is more elaborate, requires longer time, close supervision and detailed records. It is effected by variations in climate and season. But it is the best way of changing the attitudes.

The method demonstration is not limited by space but it can be effective only with a small group. It is quick to plan and put up. It can also be quickly evaluated. It is the best way of teaching new methods to the people.

CONCLUSIONS:-

They type of demonstration to be used depends on/the subject matter. If well suited and properly presented its impact on the people is very great.

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WORK GROUP - V

METHODS OF EVALUATING THE WORK OF VLWs IN CLASS ROOM, PRACTICALS AND VILLAGES

Introduction

The tendency to evaluate different situations in life is an inescapable trait in human beings.

The extension training programme unlike other educational programmes is job-related. Our aim is to produce full fledged Gramsevaks or Gramsevikas to play their active role in live situations in villages. Hence it is of paramount importance that our experiences of the past should be critically examined to help improvement in our future programme. This could only be possible by a scientific self appraisal -- Evaluation.

1. What is evaluation?

Evaluation is a process of scientific enquiry of a programme in terms of specific and predetermined objectives viz., desired changes in knowledge, skill and attitude of the trainee.

Such an evaluation for an instructor means determining the value of his teaching and for a trainee it means discovering the degree of changes which have actually been realised in him as a result of teaching.

2. Importance of evaluation

(i) It gives satisfaction and confidence to instructors and learners through knowledge of accomplishments.

(ii) It helps to determine the extent of achievement of set up objectives.

(iii) It helps self appraisal of the teacher by knowing the strength and weakness of his teaching.

(iv) It helps to minimise errors in making abrupt decisions.

(v) It helps to determine the level of understanding of the trainees at various stages.

(vi) It may create desire for further improvement on the part of the trainees.

(vii) It helps in creating healthy competition among trainees.

(viii) It serves as a guide to the trainer and the trainees.

(ix) It helps to understand the relative merits and demerits of a programme.

(x) It furnishes factual data to help future planning of training programme.

(xi) It puts to a test the choice of teaching aids.

(xii) It helps ensure sustained progress in the training programme.

(xiii) It restrains and regulates extension or teaching methods.

3. <u>Major steps in evaluating the training programme</u>

(i) <u>To formulate objectives</u>: There are three levels of objectives Overall, General and Specipic. Evaluation of any activity is done at the level of specific objective. Changes occuring in the trainees as a result of teaching are clear and observable. The specific objective will have to be clearly defined involving the three elements as:

1. Person or group
2. Changes (behaviour and skill)
3. Content and subject

For example: VLW (person) develops necessary knowledge (change) regarding the seedling (subjectmatter)

(ii) <u>To fix criteria</u>: Definite standards need be fixed against which the knowledge, skill and attitude of the trainees are to be evaluated.

(iii) <u>To develop technique</u>: The device and technique for measuring the achievements in terms of criteria are to be developed.

(iv) <u>Analysis and interpretation</u>: Data on evaluation collected by the instructors have to be analysed and tabulated before it is subjected to interpretation in order to get the relative merit and deficiency in the training programme.

4. Criteria for evaluation devices

(i) Objectivity: Freedom from personal prejudices is very important in scientific evaluation.

(ii) Reliability: Unless different persons using the same techniques with competence produce the same result, reliance cannot be ensured.

(iii) Validity: The instrument evolved for the purpose must accurately measure achievements in terms of the criteria. The device should measure what we think we are measuring.

(iv) Practicability: It should be practicable to use and summarise the device. Time, money and available labour must be weighed against the probable value of the results.

(v) Simplicity: All forms and techniques should be simple. This should be easy to use, understand and summarise.

5. Useful devices and techniques

There are numerous devices and techniques which can be used to measure progress towards an educational objective. Important among these are:

(i) Knowledge test: It is important to find out whether a trainee knows what has been taught. The techniques for this test may be

(a) Periodical test
(b) Summarize at the end of each class

(ii) Understanding test: It is to find out whether a trainee can apply certain acquired knowledge in a given situation and the techniques used may be by rating or analysing or case studies and problem in the field.

(iii) Skill test: These are used to determine the amount of skillattained and techniques used, may be by assigning a job.

(iv) Attitude test: meant to show how trainees feel towards certain things when left to their free choice. The techniques used are by observation and by the use of multiple choice questions.

6. Effective uses of evaluation results

The important uses that can be made of the various kinds of evaluation data in improving the quality of training may be:

(i) It helps in fixing up the priorities of the topics.
(ii) It helps in the improvement of skills.
(iii) It helps in evolving a suitable syllabus.
(iv) It helps in spotting out the weak and unsuitable trainees.
(v) It guides in taking up remedial measures for weaker trainees.
(vi) It helps in making improvements based on factual data and not on opinion and guess.
(vii) It keeps the trainer and the trainee aware of the seriousness and responsibilities of teaching and learning.

7. Present situations regarding evaluations in the ETCs

Different evaluation tests at the training centres are as follows:

(i) Aptitude test: The trainees are put to an aptitude test to qualify them for admission to the training centre. This may alsobe called a 'Bench mark test'.

(ii) Elimination test: Within three months of the start of the course the trainees are put to a test which may show unsuitable trainees who may be eliminated.

(iii) Periodical test: Regular test is taken monthly or quarterly in theory, practicals and village work.

(iv) Quarterly review: It is done by District level officers of the Development Departments (Madras).

(v) Final examination: It is done just before the commencement of the job training by internal and external examiners.

(vi) Evaluation of job training: It is done by an outside evaluation team.

The methods involved in the foregoing tests may be one or the other of the following:

I. Class-room

1. Through written questions
2. Viva-voce
3. Objective test
4. Quiz test
5. Identification test
6. Matching test
7. Assignments
8. Perusal of notes and records
9. Group discussion

II. Practicals

1. By giving individual assignment
2. By giving group assignment
3. By putting questions
4. Identification test
5. Perusal of practical records
6. Skill test

III. Village practicals

1. By putting questions to villagers
2. By perusal of records
3. Through his capacity to involve village people in the programme
4. Physical achievements by the individual and the group
5. Observations of the Instructor
6. Viva-voce

8. Suggested improvements

(i) The tutorial system may be adopted where the instructor closely observes the behaviour of the trainees and guide them properly. The observations must be discussed in the monthly staff meeting and recorded. This tutorial group of 10-15 trainees may have difie-rent instructors as tutors in rotation every three months.

(ii) There should be monthly evaluation of training programme in class, practicals and village work.

(iii) Record of practicals should be maintained and produced, for evaluation once a week in a prescribed pro-forma as appended.

(iv) Each trainee should be given a job assignment through various committees in the training centre itself and his capabilities of organizing and running the particular assignment should be evaluated by the instructor in charge (i.e.) Students' Cooperative Stores, Library, Food Committee, Games Committee, Cultural Committee etc., Members of such committee will rotate for every month.

(v) The results of all evaluation tests should be made known to the trainees.

9. Persons to be involved in evaluation

Persons to be involved in evaluation may be:

(a) Staff of the training centre
(b) Block staff
(c) Village leaders
(d) District level officers of the Development department
(e) Trainees.

10. Available sources of assistance

The sources of assistance available to the ETCs to make use in developing the evaluation devices may be -

(i) Development departments - assistance in the form of curriculum, circulars etc.,
(ii) Library - subjectmatter books, references, reports from specialists, committees, seminar, conferences etc.,
(iii) Experiences of field staff.
(iv) Training in evaluation methods.
(v) Reports of evaluation teams.

(vi) Previous evaluation reports.
(vii) Attendance of seminars, conferences, group discussions.
(viii) Village people.
(ix) Visit notes.

11. Evaluation proformas

Following points may be considered while preparing proformas for the evaluation at different levels.

I. Class-room (theory)

1. Attendance
2. Understanding the knowledge - viva-voce ability to express
3. Understanding of the knowledge - written tests
4. Inquisitiveness
5. Reference studies
6. Original thinking
7. Behaviour in the class
8. Maintenance of class notes

II. Practicals

1. Ability to apply the available knowledge.
2. Ability to follow thecorrect sequence.
3. Skill.
4. Ability to explain the practicals.
5. Maintenance of records.
6. Interest.
7. Endurance.
8. Overall impression.

III. Village extension

1. Acceptance of improved practices.
2. Extent of people's participation.
3. Organization of village institutions.
4. Approach to the problems.
5. Resourcefulness.
6. Organisation of supply and services.
7. Organisation of culturul programme.
8. Ability to conduct demonstration.
9. Ability to communicate.

10. Understanding and application of skills.
11. Initiative.
12. Enthusiasm.
13. Ability to apply available knowledge to local situations.
14. Sincerity of purpose.
15. Maintenance of record.
16. Ability in programme planning.

Epilogue

The evaluation in this age of science has its own paramount importance. Opinions and inferences not based on scientific facts and data may not provide justification for important educational activity. Therefore some means of continuous checking becomes necessary to determine on sound grounds the effect and attainment of a particular activity. Scientific evaluation of an educational programme provides a very useful guide for its safe and sound conduct.

Appendix - I

Record of practical - proforma

1. Job:
2. Objective:
3. Tools and/or materials required:
4. Procedure: Step by step
5. Time taken:
6. Relavant economics: (if any)
7. Scientific interpretations (if any):

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WORK GROUP VI

HOW TO PREPARE AN EFFECTIVE COURSE OUTLINE AND A LESSON PLAN.

Introduction:

The success of the Community Development Programme largely depends upon how the Village Level Worker puts across his knowledge to the villagers in field situations. The quality of training imparted to the VLWs at the training centre is therefore of paramount importance. To make the VLW an efficient extension worker, it is necessary to equip him with the necessary knowledge of the subject matter and also with the skills for conveying this knowledge to the villagers. This can be done only by effective teaching which largely involves planning and preparing in advance course outlines and lesson plans.

A. A Course Outline:

Definition - Course outline involves systematic splitting up of the various subjects included in the syllabus into convenient units and arranging them in a logical sequence for an effective instructional programme during a specific period.

Objectives - The main objectives of preparing a course outline are:

(1) It enables the teacher to impart more effective training through better organisation of teaching programme.

(2) It helps the teacher to collect upto-date scientific information on topics to be covered well in advance.

(3) It corelates different aspects of the training programme, viz: theory, practice and village extension work.

(4) It obviates repetition, omission and overlapping.
(5) It enables the teacher to make the best use of time available for teaching.

Considerations that should be kept in view, while preparing the course outline:

(1) The Course Outline should be prepared well in advance of the teaching session.
(2) It should take into account the needs and jobs of the trainees, i.e. what the gram-sevaks have to do in the sphere of their work in the field.
(3) It should be related to the local conditions and seasonal activities.
(4) It should be flexible so as to permit modification when required.
(5) It should indicate the weightage and the priority to be given to different topics within the subject matter.
(6) The topics should be arranged in a logical sequence to provide the maximum learning experience.

Procedure in developing a Course Outline:

Before commencement of the session, the Principal should call a meeting of the staff members. It may be profitable to associate some members of field staff, extension workers and some non-official social workers with this meeting. A copy of the syllabus should be supplied to all the participants well in advance for their study. The following items should be considered in formulating the Course Outline:

(1) The content of the syllabus should be examined and if necessary, additions and alterations made to meet the local needs.
(2) The periods allotted to each subject should be discussed and decided.
(3) The syllabus should be broken into annual, monthly and if possible, into weekly schedules of teaching.
(4) Priorities and sequence among subject-units should be fixed up.

(5) Topics may be split up into:

(a) Lectures and discussions.
(b) Camp practicals.
(c) Village extension work.
(d) Study tours.

(6) Suitable periods may be allotted to each topic after the break-up of the course, making due allowance for subsequent adjustments.

(7) The course outline should provide for a systematic plan of evaluation, so as to assess the effectiveness of training. For this purpose, periodical tests and evaluation of the trainees in theory, practical and village work should be arranged.

An illustration of a course outline is given in Appendix A.

B. Lesson Plan:

A lesson plan is a written document indicating the manner in which the teacher aims to achieve his educational goals most efficiently. It is a plan of teaching which the instructor uses for putting across his ideas on a given topic in an effective and logical manner.

2. Necessity of a Lesson Plan

Preparation of a lesson plan is essential for the following reasons:

1. It helps the teacher to plan his day's work in a systematic manner and thus avoid waste of time.
2. It provides an opportunity to the teacher to know the most desirable teaching techniques for imparting effective instruction.
3. It provides continuity in the teaching process.
4. It provides the teacher a sense of security and a basis for appraisal.

Essential Elements of a Good Lesson Plan:

1. A good lesson plan should always be written.
2. The objective must be clear and specific.
3. It should be related to the previous knowledge of the trainees.
4. Materials for instructions should be well-selected and organised.
5. Teaching aids to be used must be indicated in the lesson plan.
6. A good lesson plan must also indicate one or two assignments for the trainees so as to create confidence and conviction in the minds of the trainees about new skills and knowledge.
7. Key points should be emphasised and highlighted.
8. It should be precise, vivid and clear-cut.
9. References should be mentioned.
10. Plan of evaluation should be indicated in the lesson plan.

Steps involved in presentation of a Lesson:

The preparation of a good lesson plan on the part of the Instructor involves quite a good amount of thinking, planning and practice. The following steps are usually taken in presenting a lesson.

1. <u>Introduction</u>: While introducing the topic, the teacher should try to arouse the interest of the trainees. The topic should be introduced in a brief and precise manner and should be co-related with the previous knowledge of the trainees.

2. <u>Presentation</u>: While presenting the new subject matter, the teacher should try to involve all the three senses of seeing, hearing and doing, of the trainees with the help of visual aids. Key points should be emphasised and highlighted by repetition and use of visual aids.

3. <u>Application</u>: The new skills which a teacher wants the trainees to learn should be developed in practical classes.

4. <u>Testing</u>: Informal and objective testing of the trainees should be done by the instructor to ensure that they have acquired the necessary knowledge and skill on the topic presented to them.

An illustration of lesson plan is given in Appendix B.

Appendix - A
Course Outline

Subject: Panchayat

Total periods available	Theory	Camp practicals	Village extension work	Evaluation
205	125	35	35	10

Sl. No.	Month	Theory (125) Topic	No. of periods	Practicals (35) Topic	No. of periods	Village Extension (35) Topic	No. of periods	Plan of evaluation and periods allotted: Topic	No. of periods	Remarks
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1.	September, 1959	Elections	(7)	Mock election of Gram Panchayat Office bearers in the Camp to give the practical knowledge of election to the trainees.	3	Visit to a village where the election of Uppradhan Gram Sabha is going to be held for giving the practical knowledge.	3	Test on the topic of election particularly Gram Panchayat office bearers' elections.	1	The village can also be visited in case there is any bye-election of office bearer of Gram Panchayat for having a practicalunderstanding regarding bye-elections.
		a. Franchise	1							
		b. General election	1							
		c. Bye-election	1							
		d. Election of Panchayat sub-committees	1							
		e. Election of office bearers of Panchayat bodies.	2							

Note: This is only an illustration for the guidance of instructors. A detail course outline should similarly be prepared for the year. The instructors may prepare their monthly Training schedule based on it.

APPENDIX B.

LESSON PLAN (Illustration)

1. Class: I year V.L.W.
2. Subject: Animal Husbandry.
3. Topic: Haemorrhagic, septicaemia - Causes, Symptoms, diagnosis and treatment.
4. Time alloted: 45 minutes.
5. Material:

   1. Sketch of a buffaloe with swollen neck; its tongue protruding out.
   2. A poster showing a farmer standing with sorrow in his face, his wife weeping and two milch buffaloes lying dead with H.S. before them.

6. Objective:

   1. To impart necessary knowledge and skill to the VLWs so that they may help in protection of cattle and buffaloes against this dreadful contagious disease and thus save the owners from heavy economic losses.
   2. Raise healthy live-stock and thus help in more milk production.

7. Introduction:

   H.S. is a contagious and infectious disease of cattle especially buffaloes. The losses are very heavy if the disease is not controlled promptly. It is therefore necessary that the animal wealth is saved from this scourage. Duringthe winter and summer rains, the disease flares up.

8. Presentation:

Subject matter

(1) Causes

(a) The causal organism is a bacteria known as Pasteurella boviseptica - a bipolar organism.

(2) Symptoms:

The disease is seen in three forms namely

i) Cutaneous
ii) Pectoral.
iii) Intestinal.

All the three forms may be seen in a single affected animal. The main symptoms are:

i) Spontaneous swelling of lower jaw extending upto shoulder region which is hot and painful.

ii) There is salivation and the tongue swells and protrudes out, the colour changes from red to blue and even black. The temperature may go as high as 108 F.

iii) Pneumonia develops with difficult breathing and the animal dies with asphyxia.

iv) In the intestinal form there is severe diarrhoea.

Teaching aids.

Use of Flannel graphs.

3. Diagnosis:

1. Recognising the symptoms.
2. Microscopical examination of the fluid showing the causal organism.

4. Treatment:

1. Segregate the sick animals
2. Inform the local Veterinary Officer for necessary action.
3. Give anti H.S. Serum at least 200 c.c. with Sulphamezaphine 331/3 % solution 100 c.c. s/c and repeat 50 c.c. for three days daily.
4. Healthy animals should be given H.S. Vaccine @ 5 c.c. per 600 lb. body weight.

9. Application:

The VLW trainees will be taken to villages affected with the disease and will be shown the symptoms of the affected animals. They will also be required to practise inoculation and vaccination.

10. Testing:

1. What are the symptoms of H.S.?
2. What preventive measures you will take to control the disease.
3. What is the treatment for the affected animal.

11. Reference:

1. The Veterinary medicine by Udall.
2. Outline of Veterinary Science by Minnet.

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WORK GROUP VII

EFFECTIVE USE OF VISUALS IN CLASS-ROOM PRACTICALS AND VILLAGE SITUATIONS

<u>Introduction</u>

"Education should not be for a favoured few, but for all". This maxim becomes more applicable to our country at a stage when we are engaged in gigantic task of nation building. Education means transmitting of ideas from one person to another. This can well be accomplished through lectures, literature, cinema, posters and other educative material.

The conditions are quite different in our country as compared to other countries on account of number of limitations such as lack of skilled personnel, shortage of availability of material, high cost of instruments coupled with illiteracy of masses. Under these circumstances, the best and effective way of presenting desired ideas to masses, is through posters, placards, demonstrations, etc., which have the common language for them to speak and easily understandable by them. A Chinese proverb says:

If I hear, I forget,
If I see, I remember,
If I do, I know.

This shows the important role of eyes in transmission of ideas. Such material is called the visual aid.

1. Definition

Visual aids are materials that transmit ideas through the medium of eyes in an effective manner.

2. Role of visual aids in teaching

Visual aids form one of the most important means of communicating ideas, facts and knowledge. They enable the learners to understand better andretain the lesson longer. They help the learner to supplement hearing. The visual aids add to the clarity and effectiveness of teaching. Further, they add force to instructions and present concrete experiences.

3. Use of visuals have number of advantages and limitations.

Advantages

1. Save time.
2. Attract attention
3. Convince audience
4. Speed up teaching
5. Intensify teaching
6. Combat verbalism
7. Motivate action
8. Change attitude
9. Hold interest
10. Overcome language barrier
11. Help member
12. Help communication

Limitations

1. Skill
2. Availability
3. Time
4. Physical facilities
5. Transport

4. Types of visual aids that can be used for classroom practicals and village situations

Type of visual aid.	Classroom	Practical	Village situation
1. Demonstration			
a) Method	Yes	Yes	Yes
b) Result	Yes	Yes	Yes
2. Display			
a) Notice board	Yes	Yes	Yes
b) Posters	Yes	Yes	Yes
c) Exhibits	Yes	Yes	Yes
d) Wall posters	Yes	Yes	Yes
e) Photographs	Yes	Yes	Yes
f) Diagrams	Yes	Yes	Yes
g) Bulletin board	Yes	Yes	Yes
h) Cartoons	Yes	Yes	Yes

Types of visual aids.	Classroom	Practical	Village situation
3. <u>Presentation</u>			
a) Real and live objectives.	yes	yes	yes
b) Mud sketches	yes	yes	yes
c) Pull charts	yes	yes	yes
d) Flannel graph	yes	yes	yes
e) Flash cards	yes	yes	yes
f) Black board	yes	yes	yes
g) Flip books	yes	yes	yes
h) Models	yes	yes	yes
i) Htrip lease charts	yes	yes	yes
4. <u>Drama</u>			
a) Skits	No	No	yes
b) Plays	No	No	yes
c) Puppets	yes	no	yes
d) Shadow plays	No	No	yes
5. <u>Projector</u>			
a) Slides	yes	yes	yes
b) Epidioscope	yes	yes	yes
c) Magic lantern	yes	yes	yes
d) Movies	yes	yes	yes
6. <u>Illustrated literature</u>			
a) Folders	yes	yes	yes
b) Pamphlets	yes	yes	yes
c) Fact sheets	yes	yes	yes
d) Leaflets	yes	yes	yes
e) Circular letters	yes	yes	yes
7. Field trips and tours	No	yes	yes

5. <u>Criteria for selection of visual aid:-</u>

1. Objective of teaching
2. The experience of audience.
3. The educational background of audience.
4. The age of the audience.

5. The size of the audience.
6. The cost.
7. The availability of the visuals, and
8. The time at our disposal.

For the effective use of visual aid, there should be:

1. <u>Planning</u> They must:

   a. achieve purpose
   b. give true impression.
   c. stimulate imagination
   d. add to the knowledge of the audience
   e. focus attention on main points

2. Preparation of the teacher and the audience.

3. <u>Arrangement</u>

   a. Have it accessible and in proper order.
   b. Keep it out of sight until ready for use.
   c. Present it at crucial moment creating suspense.
   d. Display one aid at a time.
   e. Remove all unrelated material.
   f. Stand beside the visual aid.

4. <u>Presentation</u>

   The visual aid must -

   a) please the senses
   b) be accurate
   c) represent things that are common and understandable.
   d) convey modern ideas.
   e) be simple in design
   f) encourage action
   g) fascinate.
   h) Entice the audience to "Eye your ideas, Try your ideas and Buy your ideas".

<u>Conclusions</u>

Visual aids are very helpful in transmitting the idea in a simple and effective manner, specially to illiterate people. They leavelasting effects on

their minds. Visual aids when properly presented, vitalizes the interests of masses in the subject and ultimately in the achievement of the desired goals.

They are also helpful in combatting verbalism and saves time in teaching and learning.

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WORK GROUP - VIII

GROUP LEADERSHIP AND GROUP METHODS

Introduction

In this age of new knowledge, specialization and research, the best medium of Communication, is found to be the "Group discussion Method". It is an easy and effective way of learning to solve problems democratically.

Group and its functions

Group discussion presupposes the existence of a group. Group is a collection of two or more persons, assembled with a common objective of solving a problem, which otherwise cannot be solved individually.

The basic reason for forming a group is that every member believes that he can fulfil some need or needs in collaboration with others, which he cannot fulfil by himself. "Man is a Social being" as defined by Aristotle. He cannot live by himself. He has got to depend upon others for his needs hence the need for group is very obvious.

There are manifold functions for a group to perform:

(1) Finding out problems of the group.
(2) Diagnising and analysing the problem.
(3) Discussing and taking decisions.
(4) Executing the decisions.

Group leadership

Every group must have a leader for its proper functioning because good leadership is the activity of influencing people to cooperate towards reaching some goals which they find desirable. Leadership means leading and not bossing but guiding and serving rather than ruling over people.

Functions of a group leader

(1) The group leader should gather information about the subjectmatter and get himself acquainted with all the members of the group.
(2) He should initiate and conduct the discussions.
(3) He should conduct discussions in such a manner thatthe maximum number of members may be able to participate in them.
(4) He should illustrate the points clearly before proceeding to the next point in order to avoid confusion.
(5) He should see that prestige seekers and dominators do not dominate the discussion but even the shy persons are also involved in discussion by putting some questions to them or by inviting their opinion.
(6) He should guide the group whenever members feel difficulty in expressing themselves.
(7) He should also invite the attention of the group to the points which have been ignored by them.
(8) He should also close the deliberations by giving a summary of the discussions held and decisions taken.

Qualities and capabilities of a group leader

The following are some of the important qualities which a group leader should possess :

(1) Friendliness and a pleasing personality.
(2) Ability of leading group discussion systematically and effectively.
(3) Ability of sustaining interest in the group.
(4) An understanding of moods, trends and sentiments of the group.
(5) Ability to guide the group in drawing conclusions and solutions of problems.
(6) Capacity to restrain from too much speaking and providing full opportunity to others for discussion.
(7) Ability to handle the situation tactfully.

(8) Ability to restrain discussion when the same is side-tracked.
(9) A good grasp of the subject matter.
(10) Ability to maintain discipline in the group and check personal and direct criticisms.

Besides, the following are the virtues which make a group leader more successful and ideal.

(a) Simplicity
(b) Earnestness
(c) Self control
(d) Commonsense
(e) Judgment
(f) Impartiality
(g) Enthusiasm
(h) Tact
(i) Perseverance
(j) Acumen
(k) Faith
(l) Courage
(m) Loyalty
(n) Truthfulness
(o) Resourcefulness

<u>Group methods</u>

The group methods that are useful and effective in instruction and the situations under which they can be made use of are listed below:

Group methods	Situations under which they can be made use of.
1. <u>Small group discussion</u>: This encourages all members to know each other and participate with equal responsibility. It saves time in the discussion process and provides opportunity for group unity, better exchange of thoughts and better understanding of the subject.	Where groups can be formed of six and below. This method is very useful in class-room and village situations.

Group methods	Situations under which they can be made use of.
2. <u>Large group discussion</u>: This is most common type of discussion in which only few people participate and dominate the discussion. It is slow and is likely to get side-tracked. Participation and responsibility of members is decreased.	When the members are seven or more especially where the formation of small groups is not possible.
3. <u>Opposing panel</u>: Members of the panel are divided into two definite sections sitting opposite each other. The questions one put from one side and other side answers these questionsand vice versa. By this method known and discussed ideas are avoided. It also helps in maintaining friendly relations between the question raisers and the question answers.	Particular situation which is common in classes and groups and where total participation and individual thinking are desired. This method isnot very practicable.
4. <u>Symposium</u>: This consists of several short speeches on different aspects of a particular subject by persons to whom the assignments are made in advance. The speeches are usually followed by discussions.	When the number of participants is large, where wider knowledge can be introduced. This method is useful in conferences.
5. <u>Lectures followed by questions and answers</u>: This is a most common method used in schools and colleges. It facilitates systematic presentation of ideas and a great deal of information to a large number of people within a short time.	When the group is large, time is limited, and topic to be covered is also large.

Group methods.	Situations under which they can be made use of.
6. Forum: Two or more speakers present talks on the same subject which is of a controversial nature.	When the audience is large and the subject is controversial
7. Socio-drama: Presentation of ideas so as to focus attention on the reality of the situation. Role playing is an effective method.	When the emotions of the members have to be aroused for action. Very suitable in village situations when the audience is not literate.
8. Panel: It is a sort of round table discussion mostly by experts with a moderator.	When the number of participants is from four to six. This is useful in imparting technical knowledge.
9. Committee: The members of the group are divided into a committee with specific assignments.	When work is to be carried out with feeling of individual and group responsibility.

Learning is a cooperative endeavour on the part of the teacher and the taught. Hence group methods which lead to discussion in solving problems and reaching goals, are the best methods in improving the quality of teaching. The group discussions (large or small) if properly carried out will be very conducive to good learning because -

(1) They attempt to be democratic. Ideas of all are respected and given a hearing.
(2) They give an opportunity to the teacher to determine how much the trainees know.
(3) They give the teacher more opportunities to repeat necessary aspects and key points in a topic.

(4) They give all the members the advantages of learning others views and experience.
(5) They arouse reflective and cooperative thinking.
(6) They keep the trainees alert and attentive in the group.
(7) They tend to maintain the interest of all the members.
(8) They give an opportunity for several minds to work under the same problem and find a better solution.
(9) They make the result of wide reading available to the group.

The other methods listed above have advantages and disadvantages and they can be made use of, in teaching in the situations noted against each. The discussion method although stated to be the best, may do more harm than good if the discussions are allowed to generate hard feelings by the leader who does not possess the desired qualities. The teaching can be made effective if the teacher uses appropriate methods to suit the varying situations in attaining the objective just as a good workman uses his different tools aptly and correctly for different purposes.

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WORK GROUP IX

DEVELOPMENT OF VILLAGE PLANS

1. Introduction

The importance of programme planning hardly needs any emphasis. We have, as human beings, many needs; but our resources are very limited. With these limited resources, it is practically impossible to fulfil all needs simultaneously. Hence, there is a necessity of fullest utilization of resources, taking into account the immediate needs so that maximum of advantage can be had. Here comes the necessity of planning.

What is Programme Planning? To understand the meaning of Programme Planning in its true perspective, let us define its two constituents separately.

Planning - In a general way, we may define planning as a process of preparing a systematic statement of the line of action for achieving certain overall and specific objectives in relation to the needs and resources. It is connected with the future. It deals with Objectives, policies, strategy, programme, organization, personnel, operation, tactics and every other aspect of activity. It is a continuous and inescapable process. Hence it may also be defined as a process of devising a basis for a course of future action. Planning may be:

(a) Short range
(b) Intermediate range
(c) Long range

It may also be classified as:

(1) Micro planning
(2) Macro planning

Programme - It may be defined as a statement of situations, objectives, problems and solutions. It is a schedule of the activities to be implemented within a specified time. Programme, in general, deals with the 'what' and 'why' of the activities. On the other hand, a plan is specific and deals with the 'How' 'When' and 'Where' of the problems and solutions. Thus a programme may have several plans.

2. Resources - They will determine the scope of the plan. They may be internal or external.

3. Need - It will help in fixing the priorities for utilization of resources.

5. Major steps involved in preparation of Programme Planning at village level.

1. Collection of correct data by surveying the local resources and existing situations in respect of :-

   a. Population.
   b. Area under cultivation under different crops.
   c. Agricultural practices.
   d. Livestock.
   e. Irrigation facilities.
   f. Village industries.
   g. Health and sanitation, etc. etc.

2. Ascertaining the needs and fixing priorities: A clarity of specific objectives should be developed for a specified period.

3. Determining the solutions of the problems or objectives.

4. Assessing the resources of the village both internal and external.

5. Deciding the plan of action -

   a. Educating the villagers in respect of problems and solutions.
   b. Imparting necessary skills to the villagers regarding the solutions.
   c. Deciding the role of each family, village leaders, institutions and governmental agencies in the execution of the plan in consultation with the parties.

   d. Fixing responsibilities of various agencies in respect of supplies.

6. Preparation of the plan:- A detailed statement should be made out on the basis of the plan of action decided.

At Block Level

1. Consolidation of village statistics at block level.

2. Consolidation of village plans at the block level.

3. Determining the felt needs and objectives of the block as a whole on the basis of factual survey.

4. Determining the resources – internal and external.

5. Fixing priorities with the consultation of the 'Block Development Committee'.

6. Deciding the plan of action.

7. Preparation of the plan in consultation with the 'Block Development Committee'.

6. Who should be involved in developing the programme?

A. The following agencies should be involved in developing a plan:-

1. Village leaders.
2. Village institutions.
    a) Cooperatives.
    b) Panchayats
    c) Schools
    d) Youth clubs
    e) Women's organizations.
    f) Farmers' Forum, etc.

3. Progressive farmers.

4. Any other persons interested in development programme.

5. Subject matter specialists of the block and other departmental workers at the village level.

B. Measures to secure their participation

The following points may be kept in view in order to obtain the maximum participation of the people:-

1. The plan should be based on the felt needs of the majority of the people.

2. The representatives of the village formal and informal groups should be involved, while framing the plan outline.

3. The people should be educated at various stages of the development of plan through:-

   a) meetings;
   b) demonstrations;
   c) direct and indirect contacts;
   d) study tours.

4. The responsibilities should be entrusted to the local people.

5. Their work should be recognized and appreciated.

6. The plan should be in line with the social and religious customs as far as possible.

<u>7. An illustration of a plan at village level.</u>

Name of the village :- Bargon
Tehsil :- Kunda
District :- Pratapgarh (U.P.)

Factual situations:-

A. Survey:- 1. Total area under cultivation 200 acres

a) Rabi crops.
   1) Wheat - 50 acres
   2) Others - 50 acres

b) Kharif Crops.
   1) Paddy late - 20 acres
   2) Paddy early - 40 acres
   3) Other crops - 70 acres.

2. Average yield per acre.

   1) Wheat - 10 mds.
   2) Paddy - 12 Mds.

3. Irrigation facilities:-

   1) By canal - 40 acres
   2) By wells - 20 acres
   3) Unirrigated - 140 acres.

4. Area under improved practice:

   1. Wheat improved varieties - 2 acres
   2. Local varieties - 8 acres.

B. Identification of needs.

1. Low yield of wheat per acre.

C. Objectives:-

General:- 1. To increase the yield of wheat.
2. To encourage the use of improved varieties of wheat seed to increase the yield.

D. Plan of action for 1959:-

1. The factual data reveals that people in general do not understand the usefulness of improved wheat seed for increasing their yields. They are economically depressed and are not able to buy either inorganic manures or improved implements to raise the yield. Hence, it is essential that the use of improved seeds be introduced for immediate gains.

2. To educate the people, to use the improved seeds, (a) it is proposed to organize a meeting of all the wheat cultivators including those who are using the improved seed for discussion on the experiences of the farmers.

   b) To organize five result demonstrations in the fields of the following cultivators. (Names to be given).

   c) To organize study tours to the fields in which improved seeds are being sown when the crop is ready.

   d) To arrange a film show on the subject.

3. Arrangement of seed supplies.

The total requirement for the demonstration plots - $1\frac{1}{2}$ maunds is to be arranged from the Rampur Cooperative Seed Store by the Sarpanch of the Cooperative Society of the village Bargon.

4. The selected cultivators (names to be given) will arrange to get the necessary seed through the village Sarpanch before 30.9.59. They will work and sow the seeds in the presence of and under the guidance of the Village Level Worker - Manoharlall.

5. The VLW will take up the programme for best education of the people and will follow the correct procedure for an effective result demonstration.

Plan for 1960

It is proposed to do the following:-

a. To bring the total area of 40 acres of wheat under improved seeds.

b. To arrange for the seed supply of 36 maunds as under:-

1. From Cooperative Seed Store .. 25 Mds.
2. By local exchange. .. 11 Mds.

Evaluation

a. To see whether the required amount of seed was made available.

b. To see whether all the concerned persons carried out their responsibilities properly.

c. To see whether the result demonstration gave the desired results.

d. To examine the reaction of the people.

Reconsideration

It was observed that the Cooperative Seed Store could not supply the necessary quantity of seed; hence 8 acres could not be brought under improved seeds. It was, therefore, decided that next year the whole seed will be made available by local exchange.

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WORK GROUP - X

PHILOSOPHY OF EXTENSION, BASIC PRINCIPLES OF EXTENSION EDUCATION AND QUALITIES NECE-SSARY FOR A SUCCESSFUL EXTENSION WORKER.

Introduction

Today most of the nations of the world are engaged in the increase of their agricultural production and thereby raising the standard of living of their people. So also in India, the Community Development Programme was launched to promote the alround development of the rural people. To speed up this process and get people's participation, extension services have proved very useful. In extension, we not only now deal with soil, crops and animals but also with other activities of the man. As such it becomes nece-ssary to understand the concept of extension philosophy and extension principles.

What is Philosophy?

Philosophy is a way of thinking, or a set of beliefs pertaining to human living. A good philosophy is based on an understanding of certain principles involved in the development of human activities.

A person's philosophy is very important because it is not what one merely knows, but what he comes to believe that determines <u>what one does</u> when he is free to act as one chooses.

What is Extension?

Extension is an educational process for bringing about alround development of the rural people through extending to them scientific truths and encouraging self-help programmes.

What is Extension Philosophy?

Extension Philosophy is a set of beliefs that include the following:

(a) That the individual is supreme in Democracy.
(b) That the individual is capable of improving himself.
(c) That scientific knowledge is essential for alround development.
(d) That the educational process is the best known means for extending knowledge.
(e) That alround development is possible through self-help practices.
(f) That change in the attitude and practices of the village people is possible.

Principles of Extension

In order to have a clear idea of the philosophy of Extension we may consider the basic principles involved in the extension education. Some of them are the following:

(1) Extension programmes should be based on the felt needs of the people.
(2) The programme should aim at the alround development of all village people irrespective of their age, sex or occupation.
(3) The people should participate in planning and in execution of the programme.
(4) It should be a two-way channel for communicating scientific knowledge to the village people and bringing village problems back to research station for solution.
(5) Priority in the programme should be given to those village problems which are solved easily and within the resources of the village people.
(6) It is a continuous educational process in which an extension worker and village people work together for improvement.
(7) Effective extension education brings in confidence both in the village people and the extension worker.
(8) Due recognision should be given to the culture and customs of the people.
(9) Extension programme must be flexible and be adjusted according to the local needs though the main objectives remain the same.

(10) The programme should be evaluated from time to time.
(11) Effective extension work implies the principle of "Learning by doing".
(12) Extension programme must be based on an analysis of the facts of the local situations.
(13) Effective extension programme requires follow up.
(14) Extension programme should be carried out by the educational persuation and not by administrative pressure or force.

Steps in the extension process

It will be seen, from what has been said above that extension is an educational process which aims at the alround development of the rural people by bringing about changes in their knowledge, skills and attitude. This educational process helps to narrow the gap between the two stages of what a man is and what he ought to be. This process has five steps as discussed below:

(1) Situation: Collection of facts to find out the situation i.e. what the problems are - discover focal points - determine solutions.

(2) Objective: What he ought to be - what exactly he needs - why he needs it - objectives must be very clear.

(3) Teaching: (Line of action) - To explain the ways and means to achieve the objectives - what to do and how to do it. This requires teaching skill. This is one of the most important steps.

(4) Evaluation: To compare the actual with the desired or anticipated - Progress towards the objectives - to draw out valid conclusions and apply the findings.

(5) Reconsideration: Review the previous efforts and change or modify the method adopted.

Let us come again to the steps and illustrate.

Step - 1: Situation -

Prevalence of malaria fever in most of the families of a small village consisting of about 25 families. Cow sheds close to the houses - premises are swampy - small bushes around the residential buildings - heaps of cow-dungs here and there - stagnation of rain water in several pits inside the village and so on.

Step - 2: Objective -

Overall - to help people to maintain better health.
General - to save the villagers from the clutches of malarial fever.
Specific - eradication of mosquito breeding places.

Step - 3: Teaching -

The success of teaching depends on the skills of the teacher. If the teaching is not effective there is no learning and if no learning, there is no response. In other words extension teaching which is not effective does not improve the behaviour of the villagers.

A group discussion was followed by a general meeting. It was explained to the people that mosquitoes are responsible for malaria fever in the village. The mosquito breeding places were brought to the people's notice. They were convinced that the death-rate due to malaria was higher in their village in comparison to other neighbouring villages.

They were explained that:

(i) mosquito breeding places are to be eradicated;
(ii) bushes to be cleared;
(iii) cow-sheds to be cleaned, improved and if possible isolated;
(iv) dung and refuse to be kept in pits;
(v) soakage pits to be dug;
(vi) stagnant water to be drained out;
(vii) D.D.T. to be sprayed;
(viii) Paludrine tablets to be used and other curative measures to be taken;
(ix) mosquito nets to be used.

A cinema show was also conducted and the villagers were shown how another village has been successful in preventing malaria by taking all these steps.

Step - 4: Evaluation -

After a fortnight it will be seen whether the villagers are on the move, how far they have been successful in removing the mosquito breeding places.

Step - 5: Reconsideration -

In case the villagers have not taken up the all the above measures, new methods and techniques are to be deviced.

Qualities of an extension worker

The qualities of an extension worker can be divided into four heads:

(1) Knowing (knowledge)
(2) Feeling (attitude)
(3) Doing (skill)
(4) Physical (body fitness)

(1) Knowing qualities: An effective extension worker should have thorough knowledge of the following:

(1) subject matter related to his job which should be up-to-date.
(2) extension educational process.
(3) rules and regulations governing the programme.
(4) local situations.
(5) local customs and traditions.
(6) current problems and issues.

(2) Feeling qualities: An effective extension worker should:

(1) have keen desire to help people.
(2) be sympathetic and enthusiastic.
(3) have faith in himself.
(4) have faith in the programme to do an effective job.

(5) derive satisfaction from his work.
(6) have faith in people.
(7) be honest to himself and to others.
(8) be frank to admit his mistakes.
(9) have courage and determination.
(10) have patience and be mild in his behaviour.
(11) have a feeling of love for village people.

(3) <u>Doing qualities</u>: An effective extension worker should:

(1) have ability to help people in planning and executing an effective programme.
(2) be able to convey his ideas effectively to others.
(3) have ability to organize and to lead people.
(4) be able to work with people effectively.
(5) be able to evaluate his teaching methods and outcome of his programmes.
(6) be able to identify local leaders and involve them in the village programme effectively.
(7) have skill in the use of extension teaching methods.
(8) have ability to learn from others.
(9) have ability to give recognision to others when due.

(4) <u>Physical qualities</u>: A good extension worker should:

(1) be a hard worker.
(2) be healthy and physically strong.
(3) be well-groomed and properly dressed up.

<u>Why are these qualities necessary in an extension worker</u>

The extension worker is engaged in the task of removing disease, ignorance and poverty from the rural life through extension education. This job is difficult to perform efficiently unless the extension worker fully understands the philosophy and principles of Extension Education, its scope and objectives. He will have also to develop rural outlook and faith in the job assigned to him. He is to work as a friend, philosopher and guide of the people. He cannot deliver the goods unless he develops

the sense of duty and devotion for alround development of the rural people and in effecting change in their knowledge, skills and attitudes. Hence it is very necessary, to develop the above mentioned qualities for the successful discharge of his duties.

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Hardyal Singh Thakur, Batala
H.K. Salhotra, Batala
Kartar Singh Chela, Nabha
Mrs. Sukchandar Kaur, Nabha
Surjit Singh Gill, Sirsa

RAJASTHAN

Abhaya Kumar Pathak, Sawai Madhopur
J.L. Chobisa, Erinpura Road
R.D. Katara, Sawai Madhopur
Muli Lal Mathur, Deoli
B.C. Roypota, Kota

UTTAR PRADESH

S.M.L. Asthana, Baraut
Balraj Johar, Hawalbag
S.S. Bhadoria, Asafpur
Bhawani Shankar Singh, Pratapgarh
Bhola Nath Pande, Deoria
Daulat Singh, Bichpuri
K.K. Dhingra, Asafpur

Dwaraka Prasad Arya, Ram Manihara
C.D. Dobriyal, Hardwar
K.N. Dwivedi, Mainpuri
N.L. Gautam, Bichpuri
Hardeo Singh, Jhansi
Harikrishna Bajpai, Mainpuri
Hira Singh, Pratapgarh
Iswar Saran Gupta, Faizabad
Khazan Singh, Bulandshahar
S.P. Kaushik, Rudrapur
R. Khare, Kalakankar
Mahesh Chandra Sharma, Hardwar
Manohar Lal Vyas, Lakhana
P.D. Misra, Chirgaon
Munna Lal Agarwal, Fatehgarh
B. Narain Singh, Azamgarh
Narpati Singh, Pauri
H.N. Pant, Hawalbagh
K.C. Pant, Hawalbagh
S.M.M. Quraishy, Gorakhpur
Rais Dulab Khan, Chirgaon
Ram Surat Singh, Gorakhpur
Ram Sharma, Rudrapur
Ram Dhani Singh, Bakshi-ka-Talab
Sardar Singh, Bulandshahr
Sadhu Singh, Bulandshahr
A.N. Singh, Gazipur
R.J. Singh, Lakhana
J.P. Singh, Bakshi-ka-Talab
S.P. Singh, Baraut
B.D. Singhal, Rampur Maniharan
P.K. Sinha, Tamkohi
P.C. Singh, Chirgaon
Shripal Singh Chauhan, Lakhaoti
Shyam Mohan Singh, Doharighat
B.P. Shukla, Kalakankar
H.C.L. Srivastava, Mainpuri
H.P. Tewari, Lucknow
Tulsi Das Vyas, Rudrapur
B. Upadhyaya, Bulandshahr
Uma Shankar Pandey, Bakshi-ka-Talab
P.P. Upadhyaya, Gorakhpur
K.N. Wadhwa, Almora
J.R. Yadava, Gazipur
P.K. Srivastava, Pratapgarh
D.S. Upadhyaya, Bichipuri

WEST BENGAL

S.K. Biswas, Fulia I
S.K. Dey, Burdwan
S.P. Guin, Malda
Md. Gulam Sattar, Fulia II
R.D. Gupta, Burdwan
A.K. Roy, Cooch-Bihar

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